REPOR

ON

POPULAR EDUCATION

IN THE

PANJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1869-70,

BY

CAPT. W. R. M. HOLROYD.

The assignment from imperial revenue, the expenditure from it, and the saving

The assignment from the imperial revenue for expenditure on Education in the Panjab during 1869-70, amounted to Rs. 7,13,066, and the assignment for the Educational Department in the Printing Budget, to Rs. 3,256, making in all Rs. 7,16,322. Deducting Rs. 21,487 for the Medical School at Lahore, Rs. 8,400 for the Botanical Gardens and Meteorological Reporter, Rs. 6,963 for official postage, and Rs. 1,500 for the purchase of books under Act XXV of 1867—charges not under my control—there remained Rs. 6,77,972 at the disposal of the Educational Department. By a reduction made by Government of Rs 10,000 from the assignment for the purchase of books, of Rs. 2,500 from that for the patronage of literature, and of Rs. 2,500 from the provision for rewards in Vernacular shools, the amount was brought down to Rs. 6,62,972. A further reduction of Rs. 30,793 was effected by the withdrawal of the amount sanctioned for the building grants noted in the margin, which were, it was determined, to be paid by the Public Works Department, leaving Rs. 6,32,179 still available. The total expenditure amounts to Rs. 5,81,083 (*a*), and Rs. 51,096 have lapsed to Government.

Bishop Cotton's School, Simla	Rs 19,143
Panjab Girls' School, do ...	,, 5,550
Training College, Amritsar ..	,, 6,100
	Rs 30,793

Detail of the savings.

2. Of the amount that lapsed to Government, Rs. 21,923 were saved from the assignment for grants-in-aid, after deducting Rs. 1,230 paid to the Dehli Sanskrit school, Rs. 1,450 to Vernacular schools at Dera Gazi Khan, and other minor grants sanctioned since the commencement of the year; besides Rs. 1,790, being the excess of

(*a*) This includes the following items not shown in the returns —

Amount expended on prizes in zil' schools to be awarded during 1870-71	3,000	0	0
In deposit with Deputy Commissioner, Dera Gazi Khan	1,173	7	4
Meteorological instruments for the Civil Surgeon of Dera Gazi Khan	392	8	0
Excavation of a tope at Baramulla, Cashmir	140	0	0
Total	4,705	15	4
Expenditure shown in returns	5,76,377	5	0
	5,81,083	4	4

expenditure under Arts XIII and XIV over the amount budgetted The following were the principal items saved

1	Lahore University	8,880
2	Grant for foundation of scholarships Lahore high school	2,380
3	Elementary English schools, Hoshyarpur District	2,110
4.	Grant for Bishop Cotton's school Jatogh	1 720
5	Scholarships to students of Rewari	600
6	Panjab girls school	480
7	Lahore high school	870
8	Vernacular lectures Lahore Anjuman	980
9	Lahore female schools	940
10	Lahore Hindu school	750
11	Elementary English school, Qasur, Lahore District	400
12	Scholarships Mission college	720
13	Female schools, Jalandhar	450
14	Female normal school Kangra	870
15	Dera Ismail Khan school	500
16	Mission college Lahore	600
	Total	23 250

Rs 2,350 were saved from the assignment for travelling allowances of the Director and Inspectors, Rs 2,170 from the contingent expenses of Inspectors, Rs 1,000 from the assignment for khil'ats, nearly Rs 7,000 from all school establishments, owing to temporary vacancies, absence on leave, &c, &c, Rs 1,391 from normal school establishments by reductions, Rs 1,628 from Vernacular school establishments, Rs 7,560, being the assignment for increase of salaries of Educational Officers, Rs 5,930 from the assignment for petty constructions and repairs, and Rs 2,480 from the assignment in lieu of fees On the other hand, the expenditure in a few cases has exceeded the budget assignment, leaving on the whole, as above stated, a net saving of Rs 51,096

Expenditure on Direction, Inspection, and Instruction

3 The distribution of expenditure on Education under the three main heads prescribed by the Supreme Government is shown below —

	From Imperial Revenue	From Local Funds
Direction and its subsidiary charges	1 01 509	
Inspection ditto ditto	90 297	5 576
Instruction ditto ditto	3 84 572	4 16 964†
Total	5,76 378	4 22,540‡
Grand total		9 98 918

Miscellaneous charges included in Direction

4 Under the head of Direction are included Rs 53,273 12 6 on account of the Book Department, and Rs 11,045 for miscellaneous charges, comprising patronage of literature, the Sarkarī Akhbar (now the Atalıq i Panjab), &c, &c, so that the actual expenditure on Direction amounted to Rs 37,189-10 2 only During the year an Assistant Inspector has been appointed in the Ambala Circle, the travelling allowance of School Muharrirs and salaries of Assistant Muharrirs, formerly paid from the one per cent cess, are now paid from the imperial revenue, whilst certain schools are

Provision was made in the budget for Rs 21 000 but the Supreme Government retrenched Rs 12 000 and the Accountant General Rs 120 from the assignment for grants in aid A corresponding reduction was made from the Rs 21 000 provided for the University thus leaving Rs 8 880 which lapsed to Government

† Government schools 2 28,045
Aided schools 1 88 919
— 4 16 964

‡ Rs 2,03,002 from educational cess, Rs 2 19 538 from other sources.

now maintained from the former instead of from the latter source Hence the expenditure from the imperial revenue on inspection has increased The same cause, and the withdrawal from the Educational Budget of the building grants above* referred to, have caused a considerable diminution in the expenditure from the imperial revenue on Instruction.

* Para 1

5. The comparative abstract of general and financial statistics is appended in the usual form Indigenous schools are omitted from this return, as their statistics are not reliable

General and Financial statistics.

		No of Institutions	No of scholars on the rolls at close of the year	Average No of scholars on the rolls monthly	Average daily attendance	Aggregate expenditure from all sources.	Expenditure from Imperial Revenue	Expenditure from Educational Cess Fund.	Expenditure from other sources.	Average cost of Education each pupil. Total cost.	Average cost of Education each pupil. Cost to Government.	
Govt Institutions												
Colleges	1868-69	2	63	42	34	42,552	39,765		2,787	1,018	946	* In the printed report 3,606, which is a mistake
	1869-70	2	89	57	46	49,789	47,614		2,175	873	835	
Schools, Higher Class	1868-69	7	1,068	1,112	925	75,323	66,480	4,487	4,336	67	59	
	1869-70	7	1,141	1,174	1,014	87,804	80,524		3,864	183	180	
Schools, Middle Class	1868-69	84	9,918	9,674	8,361	1,09,150	15,621		13,010	11	8	
	1869-70	96	8,849	9,092	7,563	1,42,914	16,784		13,10610	15	12	
Schools, Lower Class	1868-69	1,464	51,362	48,765	43 039	1,74,602	1,57,790		9,579	3	3	
	1869-70	1,132	43,362	41,494	36,536	1,67,441	1,41,133		8,756 10	3	3	
Female Schools	1868-69	206	4,448	4,318	4,031	18,665	9,454		2,005	4	2	
	1869-70	164	3,496	3,628	3,066	14,237	7,088		746	4	1	
Normal Schools	1868-69	8	255	204	162	30,964	15,512		42	30	12	
	1869-70	7	185	204		27,483	11,384		16111	134	65	
Jail Schools	1868-69	24	5,124	5,147	4,749	2,964	227		2,583	0	0	
	1869-70	23	4,629	4,927	4,283	3,272	176		3,072 11	0	0	
Total	1868-69	1,805	72,224	69 496	61,337	4,54,295	2,36,647	1,82,916	34,662			
	1869-70	1,427	61,294	63 443	52,992	4,31,072	2,21,773	1,81,061	28,237 1			
Aided Institutions												
Colleges	1868-69	1	17	10	8	4,835	2,265		2,570	483	226	† 5,62,558, to which add grants to dormant & building funds, Rs 37,844, total 6,00,402.
	1869-70	1	11	16	11	4 56412	1,320		3 244 12	293	82	
Schools, Higher Class	1868-69	9	1,993	1 993	1,562	68,911	29,700		39,211	36	15	
	1869-70	9	1,901	1 889	1,469	67,612	30,311	298	37,003 15	35	16	
Schools, Middle Class	1868-69	40	3,631	3,369	2,709	1,05,594	52,706	245	52,643	31	15	
	1869-70	40	3 649	3,906	3,035	1 15,140	47,917	108	67,114 10	29	12	
Schools, Lower Class	1868-69	163	9,068	8 685	7 062	45 354	17,388	4,250	23,706	5	2	
	1869-70	167	9,781	9 672	7,671	55,03810	24,757		30 279	5	2	
Female Schools	1868-69	516	13,010	12,459	10,415	73 941	35,613		38 328	6	2	
	1869-70	433	9 712	10 295	8,467	71,50410	30,538		40,965 10	6	2	
Normal Schools	1868-69	5	190	138	118	15 564	9,606		6,056	112	68	
	1869-70	7	214	200	160	25 927	16,038		9,904	129	60	
Indigenous Schools	1868-69					7,981	7,981					
	1869-70					7,184	7,184					
General Establishments	1868-69					1,75,839	12,128		275			
	1869-70					1,97,38210	1,63,435		492			
Buildings	1868-69					30,041	1,91,805	12,000	4,764			
	1869-70					23,362 12	7,315	28,962	2,997			
Total	1868-69	734	27,912	26,544	21,574	5,34,060	3,25,911	40 706	1 67 553			‡ 5,76,277 5, to which add grant to Endowment Fund, Lahore high school, 100, total 5,76,377-5
	1869-70	807	25,257	24,154	20 011	5,67,746	3,54,509	21,940	1,91,302			
Grand total	1868-69	2,539	1,00,146	96 040	83,211	9 98,295	+ 5 62,558	2,22,712	2,02,215			
	1869-70	2,234	86,551	89,597	72,903	9,98,818 10	‡ 5,76,277	2,03,002	2,19,538			

Decrease in the number of schools and scholars generally

6 The total number of schools has been reduced from 2,539 to 2,084, and the number of pupils has fallen from 1,00,146 to 86,551. Great scarcity has prevailed throughout the Province during the last two years, cholera has raged in many Districts during the year under report, and fever, from which no part of the Panjab escaped, has prostrated nearly the whole population in not a few towns and villages, and almost emptied our schools. These causes have necessarily exercised a most injurious effect on the attendance, and caused the number of pupils to fall much lower than might otherwise have been expected. At the same time the diminution in the number of pupils is small in proportion to the reduction that has taken place in the number of schools.

Decrease in the number of pupils and schools of different kinds

7. During the year under report, the number of village schools has been reduced from 1,461 to 1,128, partly with the view of raising the salaries of the teachers, who were very inadequately paid, and partly because the former expenditure exceeded the income, as explained in para 11. This has caused a reduction of 7,790* in the number of students, a much smaller reduction than 1 was prepared to expect. Notwithstanding the great famine and sickness that have prevailed, the average number of boys in each village school is greater than before. In town schools there is a falling-off of nearly 400† boys. This occurs principally in Districts where sickness has been very severe. In Government female schools there are 952 less girls, and in Aided female schools 3,298 less than before. In female schools the falling-off is due partly to famine and sickness, partly to the re-organization of the Amritsar schools,‡ and partly to a general disposition on the part of Inspectors and District Officers to close female schools which are under no proper supervision or in which no progress has been made. There is also a falling-off in the number of students in jail schools.

1868 69	51,276
1869-70	43,486
	7,790

† 1868 69	8,092
1869 70	7,684
	408

‡ See para. 149.

Falling off in the number of students attending Government schools of the higher and middle classes

8. The falling-off in the number of students attending Government schools of the higher class is due partly to a reduction in the number of schools, but mainly to the fact that only the three higher classes of zil' schools are included in this return. From a similar cause there is an apparent reduction of more than 1,000 in the number of students attending Government schools of the middle class, whereas the only actual reduction is that, reported above, as having taken place in town schools. Boys of the middle department only of zil' schools are now included in the return of schools of the middle class (*vide* para. 70).

Expenditure from imperial revenue, educational cess, and local funds

9. Out of the aggregate expenditure of Rs. 9,98,818, shown in column 5, Rs. 5,76,277 were paid from the imperial revenue, Rs. 2,03,002 from the one per cent. cess, and Rs. 2,19,539 from private sources and local funds.

Analysis of the expenditure from imperial revenue.

10. It has been mentioned in para. 4 that certain charges for School Muharrirs, formerly paid from the one per cent., are now paid from the imperial revenue, whilst equivalent charges for Vernacular schools, that were in former years paid from the imperial revenue, are now paid from the cess. This has had the effect of reducing the expenditure from the imperial revenue on Government schools by Rs. 10,044,* and of raising that on general establishments by an equal amount. The cost of

* Assistant Muharrirs Rs. 447, travelling allowance of Chief Muharrirs, Rs 300, total Rs 837 per mensem, or Rs 10,044 per annum,—see para 12 of No. 50, dated 4th March 1869, from Director Public Instruction, to Secretary Government Panjab.

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the latter has been further increased by an additional expenditu
on the purchase of books, by the app
Assistant Inspector in Ambala Circle, &c.,
penditure on zil' and normal schools has been reduce
whilst that on Government colleges has risen. On the
whole, the cost of Government schools and colleges
has been reduced by Rs. 14,874,† whilst that on general
establishments has increased by Rs. 28,370.‡ The
expenditure from the imperial revenue on Aided schools
has risen from Rs. 1,47,179 to Rs. 1,50,878,—see para.
126.

* 1868-69 32,153
1869-70 47,123
14,970

† 1868-69 2,36,647
1869-70 2,21,773
14,874

‡ 1868-69 1,63,435
1869-70 1,91,805
28,370

11. The expenditure from the one per cent. cess had for some years exceeded the income, the balance being paid from accumulated savings, which are now exhausted. It has consequently been necessary to effect a reduction of about Rs. 8,761§ in the annual expenditure. Formerly the one per cent. cess was treated as a Provincial fund, and was distributed according to the assumed requirements of each District, but on no very regular system. Since the commencement of 1869-70 the income raised in each District, subject to certain deductions for general charges, has been expended within that District. The income and expenditure for the past year are shown in the following statement :—

Expenditure from the educational cess fund.

§ 1868-69 2,08,057
1869-70 1,99,296
8,761

District.	Income.			Expenditure.		
	Rs.	A.	P.	Rs.	A.	P.
Ambala	13,102	8	2	11,690	11	0
Ludiana	9,512	0	0	8,263	7	7
Simla	106	15	10	200	0	0
Dehli	7,756	0	0	8,764	4	4
Gurgaon	11,198	3	9	10,388	8	8
Karnal	9,015	3	9	7,755	8	3
Sirsa	1,851	0	0	1,821	7	0
Hissar	4,308	15	0	3,978	13	1
Rohtak	5,762	15	10	5,442	3	0
Lahore	7,918	13	6	7,294	7	2
Ferozepur	6,014	0	0	5,147	6	0
Gujranwala	6,245	3	8	6,277	9	7
Jalandhar	13,147	11	0	11,506	0	10
Hushyarpur	14,357	8	6	13,196	1	0
Kangra	7,040	8	0	6,319	14	10
Amritsar	11,352	9	7	10,620	3	8
Gurdaspur	14,129	15	3	10,075	9	7
Siyalkot	12,178	9	0	11,228	10	9
Rawal Pindi	7,765	14	3	8,440	5	9
Jehlam	6,490	0	0	6,185	5	2
Gujrat	6,191	0	0	5,526	8	11
Dera Ismail Khan	4,450	6	4	7,605	0	0
Bannu	3,921	11	0	3,848	12	0
Peshawar	7,225	4	8	5,631	5	1
Kohat	1,027	4	0	755	0	0
Hazara	2	2	0	...	...	...
Multan	5,823	6	3	7,638	2	0
Montgomery	3,892	8	0	3,012	13	4
Jhang	2,939	8	6	2,796	12	4
Muzaffargarh	5,348	0	0	3,774	0	3
Shahpur	4,327	12	3	4,123	10	11
Dera Gazi Khan	4,964	0	0	693	5	11‖
Salary of Assistant Inspector and Inspectress, Lahore Circle	.....	...	...	3,000	0	0
Total	2,19,367	10	1	2,03,002	0	0

§ The amount expended on Vernacular schools is not shown in the returns furnished by the Deputy Commissioner.

statistical returns B Education I and II, required by Government, are submitted herewith The revision of the prescribed returns is, I believe, under the consideration of Government, and I trust that the matter may soon be decided As I pointed out in my last annual report, these statements are prepared on different principles in different Provinces, and it is doubtful what some of the columns are intended to show Indigenous schools have been omitted, as the returns are not to be depended on Only 41 per cent. of the whole population are attending Government and Aided schools.

I and

SECTION I.

CONTROLLING AGENCIES

13 The staff of Inspectors has not changed during the year under report, though considerable alterations have been made in the distribution of the Districts comprised within three of the Circles. The Lahore Circle has lost Multan and Montgomery and gained Siyalkot and Gujranwala, and now contains the following Districts —

Re organisation of the Lahore R Pindi and Frontier Circles

Jalandhar Division	*Amritsar Division.*	*Lahore Division.*
Jalandhar	Amritsar,	Lahore
Hoshyarpur.	Siyalkot.	Ferozepur
Kangra,	Gurdaspur	Gujranwala.

Rawal Pindi Circle has lost Gujranwala, Siyalkot, Shahpur, and Jhang, and gained Hazara, Peshawar, Kohat, Bannu, and Dera Ismail Khan, and now contains —

Rawal Pindi Division	*Peshawar Division.*	*Derajat Division.*
Rawal Pindi	Peshawar	Bannu
Jehlam	Hazara	Dera Ismail Khan
Gujrat	Kohat.	

Instead of the Frontier Circle, the Multan Circle, containing the following Districts, has been constituted ,—

Multan Division.	*Derajat Division.*	*Rawal Pindi Division.*
Multan	Dera Gazi Khan	Shahpur
Montgomery		
Jhang		
Muzaffargarh		

14. Messrs. Willmot, Alexander, and Pearson have held charge of the Ambala, Lahore, and Rawal Pindi Circles, and Mr Thompson has officiated as Inspector of Multan. Mr Mackintosh has been appointed Assistant Inspector in the Ambala Circle, in which the appointment of Deputy Inspector for the whole Circle has been abolished Mr Millett still holds the appointment of Assistant Inspector, and Mrs Millett that of Inspectress of Female Schools in the Lahore Circle. In the Rawal Pindi and Multan Circles there are no Assistant Inspectors.

Inspecting Officers of the 4 Circles

Mr Willmot, Inspector of the Ambala Circle

15. Mr. Willmot commenced his tour of inspection early in October and completed it on the 16th April. All the schools in his Circle, with the exception of those in the Sirsa District, were examined either by himself or the Assistant Inspector. Statements have been supplied to District Officers showing the number of boys in every class of Vernacular schools passed and plucked in every subject of examination. All the classes of Zil' schools and of Aided Anglo-Vernacular schools under District Officers have been carefully organized by the Inspector himself. Mr. Willmot has shown great energy in the discharge of his duties, which have been performed in a thoroughly satisfactory manner. He gives a very favorable report of the work of Mr. Mackintosh, the Assistant Inspector.

Mr. Alexander, Inspector of the Lahore Circle

16. Mr. Alexander has discharged his duties with zeal and efficiency. In the early part of the year he organized a system of primary instruction in the Kulu Valley. He also examined with great minuteness and reported on a number of Urdu grammars, which had been submitted by competitors for the prize offered by Government, and he likewise took part in the usual Departmental examinations of schools and colleges. He has examined the zil' and most of the Aided schools of the Circle, and the Vernacular schools of the Amritsar, Gurdaspur, Lahore, and Ferozepur Districts. He also undertook, with the assistance of a competent native scholar, the preparation of an Urdu grammar, which is now ready for the press.

Mr Millett, Asst Inspector, Lahore Circle, and Mrs Millett, Inspector of Female Schools in the same Circle

17. Mr. and Mrs. Millett went into camp in May, and visited all the male and female schools of the Kangra Valley. In September they returned to Lahore, and the girls' schools of that city and of Amritsar were examined by Mrs. Millett. In October they went again into camp, and were moving about without intermission from that time till the close of the year. The Inspector reports that Mrs. Millett appears to perform her work in a thoroughly hearty and honest manner, sparing herself no exertion or fatigue in the complete discharge of her duties. She has worked hard to improve her acquaintance with the language.

Detention of Mr Millett in each District for a longer period than is required for the examination of boys' schools

18. Mr. Alexander has explained in his report that Mrs. Millett is obliged to visit each village school separately, and that Mr Millett is consequently detained in each District much longer than would be necessary for the examination of the boys' schools. He is therefore able to afford the Inspector less assistance than he otherwise might. When, however, female schools are established in every District, it will be of course quite impossible for the Inspectress to visit them all. She can only take a few in each District, and for this purpose it will be sufficient that she should be in the District long enough to enable the Assistant Inspector to examine the boys' schools. At present, when some Districts contain many schools, whose real condition it is essential to ascertain, whilst in other Districts there are scarcely any, the evil complained of is unavoidable. The experience of this year, however, will enable Mr. Alexander to effect some economy of time and labour.

Mr Pearson, Inspector of the Rawal Pindi Circle

19. Mr. Pearson has performed his work in a thoroughly satisfactory manner. During the hot season he examined and reported on the Persian grammars, which had been submitted by candidates for the reward offered by Government, and I have to thank him for looking through various Vernacular works regarding which I have consulted him. In August he visited the zil' and some other schools, and he marched during the cold season through every District in his Circle.

Great cost of inspection compared with the cost of schools in the Kohat, Bannu, and Dera Ismail Khan Districts.

20. Mr. Pearson draws attention to the great cost of inspection as compared with the cost of schools in the Frontier Districts of Kohat, Bannu, and Dera Ismail Khan. During November, January, and February, though making unusually long marches, he was able to inspect only 60 schools, whilst in ten days of March he examined 50 schools containing many more scholars than he had seen during the previous few months. He thinks that as there are so few schools they might be examined periodically by District Officers.

Inspection of the schools of these Districts by Civil Officers.

21. There is doubtless much force in the remarks of the Inspector, and I propose to consult the Civil Officers of these Districts regarding the suggestions that he has made. If Deputy Commissioners and their Assistants were to undertake the examination of the few village schools, it might suffice for Mr. Pearson to visit the head-quarters of each District, an expedition that would not take up so much time.

Mr Thompson, Inspector of the Multan Circle.

22. Owing to the transfer to Multan of the head-quarters of the Circle, Mr. Thompson's tour of inspection was somewhat delayed, and he was unable to visit the village schools of the Dera Gazi Khan District and of Bahāwalpur; he marched however through all the other Districts of his Circle and inspected the schools.

Karīm ud Dīn, Muhammad 'Ah, Safi-Ullah, and Baldeo Sahai, Deputy Inspectors of Schools

23. Maulavi Karīm-ud-Dīn, the Deputy Inspector of the Lahore Circle, has worked very well during the year. Since its close he has been appointed Deputy Inspector of the Amritsar District, and his former appointment has been abolished. Maulavi Muhammad 'Ali, formerly Deputy Inspector of the Rawal Pindi Circle, has been transferred to Multan, and Maulavi Safi-Ullah, late of the Frontier Circle, to Rawal Pindi. Lala Baldeo Sahai, formerly Deputy Inspector of the Ambala Circle, and now Deputy Inspector of Gurgaon, has continued to maintain his character as an able and energetic Officer.

Chief School Muharrirs in the Panjab, an inferior class of men.

24. The District Chief Muharrir of the Panjab corresponds with the Deputy Inspector of other Provinces; he is, however, ill-paid, of lower social standing, and for the most part very imperfectly educated. It was reported last year that a thoroughly efficient Deputy Inspector had been supplied to the Gurgaon District, and the importance of extending this system was pointed out. As there seemed at one time little hope of supplying every District with a Deputy Inspector, within any reasonable time, it was proposed to appoint one very superior man in each Division of the

Lahore Circle, and if the experiment should prove successful, to extend the system throughout the Panjab. Such a system would possess some great advantages and make it comparatively easy to secure really good men. It is, however, desirable that the Deputy Inspector should be under the immediate orders and subject to the authority of the Deputy Commissioner, and it would no doubt cause inconvenience if he were attached to several Districts and subject to as many masters. This was the weak point in the proposed scheme, which was rejected on the ground that it would be likely to diminish the interest of District Officers in Educational work.

Appointment of Deputy Inspectors in the Amritsar, Siyalkot, and Gurdaspur Districts.

25. Arrangements have now been effected for supplying the Districts of Amritsar, Siyalkot, and Gurdaspur with Deputy Inspectors, and the measure can be extended as opportunity offers.

Superintendent of Schools in the Kulu Valley of the Kangra District.

26. Through the liberality of Mr. G. Knox, who pays a moiety of his salary, a man has been appointed to teach and supervise in the primary schools of the Kulu Valley, and great benefit has already resulted from this measure.

Apathy of Local Committees of Public Instruction.

27. The Local Committees of Public Instruction do not, as a rule, show much interest in Educational matters. From time to time an energetic member, or a native official, may stir them up to manifest a little activity, but this is seldom maintained. About two years ago Deputy Commissioners were appointed ex-officio Presidents of these Committees, but no results have followed this measure. District Officers have so much to occupy them, that they rarely find time to attend the meetings of the Local Committees.

Interest taken in Education by the L C P I at Ferozepur, Jagadhri, and Rewari.

28. The best Committee is that at Ferozepur, which contains some very active members. The title of "Rai" has been conferred on Nagar Mal, the leading man, in recognition of his exertions in the cause of education. The Committee and Municipality are both deserving of the greatest credit for the measures they have carried out during the year, and I desire to bring their conduct to the special notice of Government. They have provided funds sufficient to place the zil' school on the grant-in-aid system, and the whole of the educational institutions of the Town, containing 478 boys and 79 girls, are now supported from local funds supplemented by a Government grant. The Committees of Jagadhri in the Ambala District, and Rewari in the Gurgaon District, have been of material advantage to the schools with which they are connected.

The Village Committees of the Amritsar District

29. The Village Committees of the Amritsar District deserve mention, as they appear from the Inspector's report to have done much for the village schools of the District. Many of the members have subscribed considerable sums for the improvement of schoolhouses, planting of trees, purchase of carpets, books, &c.

30. The following is a comparative statement of the number of schools and scholars in each Circle at the close of 1868-69 and 1869-70 :—

Number of schools and scholars in all the Circles.

Circles.	1868-69.		1869-70.	
	Schools.	Scholars.	Schools.	Scholars.
Ambala Circle	584	22,903	552	20,815
Lahore "	1,078	42,526	958	42,051
Rawal Pindi "	707	28,108	348	14,731
Frontier "	170	6,609	226	8,958
Total	2,539	1,00,146	2,084	86,551

The causes of the reduction that has taken place in the number of schools and scholars have been explained above. The re-distribution of Districts has of course affected the proportion of scholars attending the schools of the Lahore, Multan, and Rawal Pindi Circles,

SECTIONS II AND III.

UNIVERSITIES AND GOVERNMENT COLLEGES.

31. The number of students whose names are borne on the rolls of Government colleges has risen from 63, including 11 casual students, to 89, including 10 casual students ; and there were also 7 non-matriculated students, of whom three students attend the whole course. The average number on the rolls, and the average attendance, were 57 and 46, against 42 and 34 for the previous year. The fees amounted to Rs. 1,225, whilst in 1868-69 Rs. 898 were collected.

Government colleges.

32. The following is the prescribed statement of attendance and expenditure during 1869-70 :—

Their statistics.

	General Education.	
	Dehli.	Lahore.
Number of institutions	1	1
Number on the rolls at the close of 1869-70	34	55
Average number on the rolls monthly for 1869-70	26	31
Average daily attendance for 1869-70	24	22
Total expenditure { From imperial revenue	20,697	26,916
Total expenditure { From local funds	1,194	981

33. The results of the Calcutta University examinations for all educational institutions in the Panjab are shown below :—

Results of the Calcutta University examinations from 1861-62 to 1869-70.

Year.	B. A. Examination.			First Arts Examination.			Entrance Examination.		
		Passed.			Passed.			Passed.	
	No. of candidates.	From Govt. institutions.	From private institutions.	No. of candidates.	From Govt. institutions.	From private institutions.	No. of candidates.	From Govt institutions.	From private institutions.
1861-62	...	...	...	...	...	...	10	*a* 4	1
1862-63	...	...	...	...	...	...	12	7	1
1863-64	...	...	...	...	...	...	35	*a* 15	10
1864-65	...	...	...	...	...	...	43	*b* 15	16
1865-66	...	...	...	20	5	5	75	*c* 15	8
1866-67	...	...	...	17	4	...	81	18	4
1867-68	7	2	2	11	4	1	73	*a* 24	20
1868-69	1	1	...	11	4	...	78	*c* 19	*b* 19
1869-70	3	2	...	18	*a* 9	...	98	22	22

a. Including one schoolmaster. *b*. Including two schoolmasters. *c*. Including one private student.

34. The following statements exhibit in detail the results of the examinations of the Calcutta University for the year under review :—

Detailed results of the examinations of the Calcutta University in 1869-70.

B. A. Examination, January, 1870.

Name of Institution.	No. of candidates.	Passed in			Failed in					
		1st division.	2nd division.	3rd division.	English.	2nd language.	History.	Mathematics and Natural Philosophy.	Mental and Moral Philosophy.	Optional subjects.
Govt. College, Delhi ...	3	...	1	1	1	...	...	1	1	1

First Arts Examination, December 1869.

Names of Institutions.	No. of candidates.	Passed in			Failed in				
		1st division.	2nd division.	3rd division.	English.	2nd language.	History.	Mathematics.	Philosophy.
Government College, Lahore ...	5	...	2	1	2	...	...	...	...
Ditto ditto, Delhi ...	8	2	2	1	3	...	1	1	...
Mission ditto, Lahore ...	4	...	...	...	4	2	1	2	1
Bhagat Singh, Teacher	1	...	...	1	...	...	...	...	...
Total ...	18	2	4	3	9	2	2	3	1

ENTRANCE EXAMINATION OF 1869

NAMES OF INSTITUTIONS.	No of candidates	PASSED IN			FAILED IN			
		1st division	2nd division	3rd division.	English	2nd language	History and Geography	Mathematics.
Government Schools.								
Dehli	15	2	8		4		3	1
Lahore	7		3	1	3		1	2
Amritsar	9	1	1	1	5		1	4
Rewari	4	1	1		1		1	2
Dera Ghazi Khan	7		1	1	4		2	4
Hushyarpur	3				3		1	2
Gujranwala	1				1		1	1
Gujrat	4		1		3		2	2
Total	50	4	15	3	24		12	18
Aided Schools.								
Bishop Cotton's school, Simla ..	4	3						1
Lahore Mission school	7		2	2		1	2	
Jalandhar ditto	5		2	2	1			
Amritsar ditto	3			2	1			
Dehli ditto	5		3		2			1
Rawal Pindi ditto	3	1		1	1			
Lahore Hindu school	5		1		3		3	4
Gujranwala Mission school	4				4	2	2	3
Peshawar ditto	3			1	2		2	2
Ludhana ditto	8		1	1	6		3	2
Teacher { Nur Ahmad, teacher, Jehlam school	1							
Total	48	4	9	9	20	3	12	13
Grand total	98	8	24	12	44	3	24	31

Review of the results of the last examination and their comparison with those of the previous year

35 Three students, all of the Dehli College, went up for the B A examination, and of these one passed in the second and one in the third division Out of 18 candidates for the first arts examination, 2 passed in the first, 4 in the second, and 3 in the third division Amongst the candidates for the first arts were included five students of the Mission college (which had suffered from many disadvantages), and of these one was absent and four failed The results of these examinations are satisfactory in themselves and bear favorable comparison with those of the previous year, when one candidate for the B A examination presented himself and passed in the second division, and out of 11 candidates for the first examination in arts one passed in the first division, and three in the third

Results of the examination of the Entrance candidates for 1869

36. For the entrance examination Government schools sent up 50 candidates, of whom 4 were placed in the first division, 15 in the second, and 3 in the third; 28 failed. Aided schools sent up 48 candidates, of whom 4 passed in the first division, 9 in the second, and 9 in the third; 26 failed. In the previous year Government schools sent up 37 candidates, of whom 2 were placed in the first division, 8 in the second, and 8 in the third; 19 failed. Mission schools sent up 37* candidates, of whom 1 passed in the first, 8 in the second, and 8 in the third division, whilst 20 failed. It is very satisfactory to find that, notwithstanding the prevalence of sickness, both Government and Aided schools have furnished a larger number of successful candidates, and that the proportion of those in the third class is smaller than before. At the same time it is evident that a large number of boys were sent up both from Government and from Aided schools who could not have had any chance of passing by merit.

See para. 31 of Report for 1868-69

Establishment of the Panjab University College.

37. It was stated in my last report that the Supreme Government had sanctioned the establishment of the Panjab University College, which was to be governed by a Senate, consisting of promoters of the Oriental movement, persons eminent for their literary attainments, and ex-officio members to be appointed by Government, and that a grant-in-aid, equivalent to the annual subscriptions and the interest on donations up to a maximum of Rs. 21,000 per annum, had been sanctioned. Power had been given to the Senate to award certificates of merit, and to make grants, with the view of strengthening the Educational Staff of the Lahore and Dehli colleges, and I understood that the Lahore college would probably be amalgamated in the new institution.

Conveyance of instruction through the medium of Vernacular.

38. The principle of conveying instruction through the medium of the Vernacular, as far as such a measure could be efficiently carried out, was approved, but the connexion of the students with the Calcutta University was still to be maintained. I pointed out that as long as all the examinations of the Calcutta University were conducted through the medium of English there would be great difficulty in carrying out such an arrangement. The proposals, however, that have been brought forward by Mr. Bayley, the Vice-Chancellor of the Calcutta University, will, when adopted, entirely obviate this difficulty.

Senate of the University college

39. The Senate has now been constituted and contains about 70 members, amongst whom are included most of the principal Government officials and the leading members of the Native community at Lahore and Amritsar, the Commissioner and several Native gentlemen of Dehli, Inspectors of Schools and Principals of Colleges, and various European and Native gentlemen in different parts of the Province. The first meeting of the Senate was held in January 1870, when an Executive Committee was appointed to draw up a scheme for the consideration of the Senate, and Doctor Leitner was appointed Registrar.

40. The principal measures that have been carried out, or determined on, are the following :—

Measures of the University college.

The award of scholarships on a liberal scale to students of the Lahore and Dehli colleges ; the appointment of a Law Lecturer ; the establishment of an Oriental school ; the award of scholarships to Maulavīs and Pandits, who are willing to prosecute their studies in Arabic and Sanskrit, and to learn at the same time history, geography, and elementary mathematics · the appointment of a Sanskrit Professor, who is to superintend the Oriental school and to assist in the Government college ; and the institution of an entrance examination, and of special examinations in Arabic, Sanskrit, and Persian, and other branches of study.

41. It has been decided that scholarships to students of the Lahore and Dehli colleges shall in future be awarded in accordance with the results of the examinations of University college, though undergraduates of any recognized University can be admitted to University college without further examination. If the entrance examination of University college be held at about the same time as that of the Calcutta University, students will be able without inconvenience to present themselves as candidates at both these examinations, and a similar arrangement might be adopted for the first examination in arts to which students are subjected two years after their admission to college, should the Senate see fit to hold such an examination.

Award of scholarships to students of the Lahore and Dehli colleges in accordance with the results of the University college

42. The Oriental school is intended to afford to men who have made some progress in Arabic and Sanskrit, the means of prosecuting their studies in these languages, and they are to be required at the same time to learn something of history, geography, and elementary mathematics.

Studies of the Oriental school.

43. It has been recently proposed to add to the Oriental school a Persian department, and to award scholarships to students who show proficiency in that language. Now the study of Persian is extremely popular in the Panjab, and it is certain that the offer of scholarships will attract many competitors. As I have often pointed out, history, geography, and mathematics are still unpopular branches of study, and we could at once gain unbounded popularity for our schools were these subjects expunged from our curriculum, and Persian alone permitted to remain. It must also be remembered that if we put out of consideration the Educational Department itself, and the small number of Vernacular students that the Panjab supplies to the Roorki college, Persian is the only branch of study (except of course the English language) that leads to Government employment. Now I have always been a warm advocate of the study of Persian, which is taught in our schools to a far greater extent than in those of any other Province. At the same time I think that any measure which tends to confine the study of youths of a school-going age to Persian only, must necessarily be injurious, and there can be no doubt that if scholarships are awarded in accordance with the results of a Persian

Addition of Persian department to the Oriental school.

examination, from which all other subjects are excluded, a direct inducement will be held out to candidates for these scholarships to confine their attention to Persian, and the fact that the successful students are expected, at a late stage, to commence those elementary branches of learning which should have been mastered during their school career, will by no means make up for the ill-effects that must ensue.

Titles to be conferred for examinations in Persian, Arabic, and Sanskrit.

44. The special examinations in Arabic, Persian, and Sanskrit, are of three grades, and on successful candidates, who show also a fair knowledge of history, geography, and elementary mathematics, are to be conferred the titles of Maulavī, Maulavī 'Alim, and Maulavī Fāzil for the three grades of the Arabic examinations; Munshi, Munshi 'Alim, and Munshi Fāzil for the Persian examinations; and Pandit, Pandit Vishared, and Pandit Pragya for the examinations in Sanskrit.

LAHORE GOVERNMENT COLLEGE.

Principal.....Doctor G. W. Leitner, M. A.
Professor of Mathematics.....T. W. Lindsay, Esq., B. A.
Asst. Professor of Arabic.....Maulavī Muhammad Husain.
Asst. Master, borne on Zil' school estabt....Mr. C. Rebsch.
Ditto ditto .....Sagar Chand, B. A.

Number of students attending the Lahore college.

45. The Lahore college contained at the close of the year 45 regular and 10 casual matriculated students, and 7 non-matriculated students, 3 of whom were attending all the college classes. Casual students are those who attend one or more classes, and they are for the most part employed in Government offices in Lahore. At the close of 1868-69 there were 27 regular and 11 casual students, besides 2 non-matriculated students reading Law and English, and 5 men who studied only Law. There were also 17 students in the Mission college, which has been since abolished, making in all 44 regular matriculated students and 18 casual and law students.

Mr Ellis, Officiating Principal during the absence of Doctor Leitner on leave.

46. On the first of July, Doctor Leitner proceeded to England on furlough, and from that date until the 16th February 1870, when Doctor Leitner rejoined his appointment, Mr. Ellis, Professor of English Literature in the Dehli college, officiated as Principal. After Doctor Leitner's return Mr. Ellis was attached to the college as a temporary arrangement until the 1st March 1870.

Retirement of Mr Crank and appointment of Mr Lindsay as Professor.

47. On the 1st July 1869, Mr. Crank obtained leave of absence on sick certificate, and he has since retired on a pension granted to him as a special case in consideration of his services at Lucknow and other circumstances. Mr. Rebsch officiated as Professor of Mathematics from 1st July 1869 to the 5th August, when he was succeeded by Mr. Lindsay, who was subsequently confirmed in the appointment. Maulavī Muhammad Husain has officiated during the year for Maulavī Alamdar Husain, who was absent on sick leave.

48. From the time when Mr. Ellis assumed charge of the college, after the expiration of the midsummer vacation, the casual students almost entirely ceased to attend. This was due partly to the cessation of the Law lectures, which had been delivered gratuitously by Mr. Baden Powell, and had formed a great source of attraction, and partly to the fact that Mr. Ellis possessed but little influence, and though he promised, in compliance with my directions, to use his best endeavours to induce the casual students to attend, he evidently thought their presence would not be of much advantage, and that they were likely to interfere with the regular instruction of classes.

Withdrawal of casual students during the incumbency of Mr Ellis

49. At the close of April 1869, before the commencement of the summer vacation, the Lahore college contained 25 regular matriculated students. By the end of 1869 several students left the college to take up appointments in different Departments, and the number was reduced to 20. The accession of students who matriculated in December, and the abolition of the Mission college, subsequently raised the numbers to 45, and on Doctor Leitner's return to Lahore 10 casual matriculated students and 7 non-matriculated students entered the college.

Attendance at the commencement & at the close of the year.

50. The practice of admitting to the college casual and non-matriculated students calls for a few remarks. There can be no question that if ex-college students employed in public offices can be induced to attend one or more college lectures with regularity they will derive great benefit from such a course of instruction. It is also incontestably most desirable that students of Law should be required to give proof of having received a good general education, and in cases where they have not already obtained academical distinction, it may be desirable to encourage them to attend other lectures besides those on Law. In such cases it may be expedient to admit as "casual" non-matriculated Law students whose education has been such as will enable them to benefit by the college lectures.

Attendance of casual and non-matriculated students.

51. On the other hand it must be remembered that the students of colleges are altogether dependent for instruction on the Principal and Professors. Lectures are not supplemented by the teaching of private tutors, and must therefore be more special in their character and adapted more carefully to the individual capacity of the students than is necessary in the Universities of Europe. Under these circumstances there must always be some danger that the influx of a number of casual students, more especially if such students are irregular in their attendance, as appears to be the case at Lahore,* will interfere more or less with the progess of the undergraduates, or regular matriculated students, whose efficient instruction is of course a matter of primary importance. On the whole I think that this matter must be left to the individual judgment of Principals and Professors until experience shall have shown more conclusively the success or failure of such a system.

Attendance of casual students interferes with the progress of regular students.

* In April 1869, the last working month before Mr Ellis joined, the attendance of matriculated students, regular and casual, was only 26 out of 40

52. It has been stated above that three non-matriculated students attend all the college classes, and of these one failed at the last entrance examination, and one was not allowed to go up, as the Head master of the Lahore school considered that he had not a fair chance of passing. I have not thought it advisable to order the exclusion of students whom Dr. Leitner has allowed to enter the college, but the rules by which such students are excluded should in my opinion be strictly adhered to in future. The admission as regular students of youths who have not succeeded in passing the entrance examination can in my opinion serve no good purpose whatever, and must tend to lower the standard of instruction in the college, and to attract those who would be much better employed at school.

Admission of non-matriculated students.

53. The sum of Rs. 646-14-3 was collected as fees against Rs. 415-8 realized during the previous year. During Dr. Leitner's absence the fees fell off considerably from the non-attendance of casual students. The fees for January 1870 were nearly double those for December 1869, owing to the admission of students of the Mission college, and of youths who had passed the entrance examination. After Doctor Leitner had rejoined there was a further increase in consequence of the accession of casual students.

Collection of fees.

54. There were 5 candidates for the first examination in arts, including a teacher who joined the college a few months before the examination. Two students passed in the 2nd and one in the third division.

First examination in arts

55. At the time of the Departmental examination held in July 1869, the 4th and 3rd year classes contained each one student. The former did badly, and the latter was absent from the examination. The second year class contained five students. They passed a fair examination in English and Philosophy, and acquitted themselves creditably in History. In Mathematics, and to some extent in Arabic, they were unsuccessful owing to the ill-health of the late Professors. At the first arts examination held in the following December there were no failures in these subjects. The first year class contained 10 students, who were examined in the subjects taught between the 1st January and the end of April. Owing to the cause mentioned in the last para., they were very imperfectly prepared in Mathematics and in Arabic. Making allowance for the late dates on which some of the students joined the college,* the class may be considered to have passed creditably in History and pretty fairly in Philosophy, but not to have acquitted themselves so well as they ought in English.†

Departmental examination of the college classes held in July 1869

56. Mr. Ellis appears to have taught efficiently to the close of 1869, and the success of the students at the first arts examination is due to a great extent to his labours. His conduct in some respects whilst in charge of the Lahore

Services of Mr Ellis, Mr Lindsay, Mr Rebsch, and Maulavi Muhammad Husain

* Five entered in January, two early in February, and three during March

† Great improvement in this subject was shown at the examination held in July 1870

college was, however, so reprehensible that it was found necessary to reduce him to a lower grade in the Department. Mr. Lindsay, Mr. Rebsch, and Maulavī Muhammad Husain, have all discharged their duties in a very efficient manner.

DEHLI GOVERNMENT COLLEGE.

Principal .....C. R. Cooke, Esq., B. A.
Professor .....Walter Ellis, Esq., M. A.
Asstt. Professor of Arabic..... .....Maulavi Ziya-ud-Din Khan.
Asstt. Master Zil' School Estabts. acts as Asstt. Professor of Mathematics... } Lala Sri Pam, B. A.

Number of pupils on the rolls at the close of the year.

57. The Dehli college contained at the close of the year 34 students, or nine more than at the end of 1868-69. Fourteen matriculated students have entered the college and five men have left. Of the latter two have obtained scholarships of Rs. 50 per mensem, in the senior department of the Roorki college, one has entered the Lahore college, and two have taken appointments.

Average attendance and fees

58. The average attendance during the year was 26; as compared with the average number on the rolls, the daily attendance was 92 per cent.; it was 84 per cent. during 1868-69. This in a year of sickness is a very high average. Fees amounted to Rs. 579 against Rs. 483 for the previous year.

Mr Beddy appointed Professor during the period Mr Ellis was employed at Lahore

59. During Mr. Ellis's absence at Lahore, Mr. Beddy officiated as Professor of English Literature. Sri Ram, B. A., has been placed on the zil' school establishment, but has continued to teach in the college. Maulavī Ziya-ud-Dīn has been very successful with his pupils, none of whom have failed in Arabic at the examination of the Calcutta University. Since the close of the year Mr. Ellis has been placed on the zil' school establishment and attached to the college; a new Professor will join at the end of the vacation, and the college will then be well provided for.

B A. examination

60. The fourth year class contained at the beginning of the year four students. One of these, who was formerly the best in almost all subjects, broke down from ill-health and other causes. Three presented themselves for the examination and two passed, one in the second and one in the third division. The other who failed had been exposed to some persecution in consequence of his conversion to Christianity, and this appears to have had an injurious effect on his progress during the year.

First examination in arts

61. Eight candidates went up for the first examination in arts, and of these 2 were placed in the first, 2 in the second, and 1 in the third division—a very satisfactory result.

Departmental examination held in July 1869.

62. In the Departmental examination held in July, the students of the 4th year class did not acquit themselves well, and one of these, who subsequently passed the B. A. examination,

was much below the mark in English and History, and absent from the examination in other subjects. In their answers to the questions on History, the writing, spelling, and composition of these students were very indifferent. The two students of the third year class passed a very satisfactory examination. Ten students of the 2nd year class were examined; they did fairly in English, and passed on the whole a creditable examination. Their average marks in Arabic were somewhat low, but they worked up this subject by the end of November, and there were no failures in Arabic amongst the 8 students who went up for the first examination in arts. They were well up in history, but showed a tendency to introduce much irrelevant matter in their answers. The first year class contained 8 students, but 4 were prevented by sickness from being present at the examination; the other 4 acquitted themselves creditably.

Prospects of the Dehli college, favorable.

63. On the whole the result of the various examinations is highly creditable, and the Dehli college has every prospect of steady progress from year to year. There can be little doubt that its classes will always be well attended in future, and that it will continue to send up successful candidates every year for the B. A. examination.

Study of the Sanskrit language

64. Since the establishment of the Anglo-Sanskrit school, a strong desire has been developed for the study of Sanskrit, and the result is that a large proportion of the students attending the college already learn that language.

The cricket and the debating clubs, and the boarding house

65. The cricket club continues to flourish, and it is satisfactory to find that it includes amongst its members the most distinguished students of the college. A debating club has been established, and a reading room opened during the year, the proposal having originated amongst the students themselves. This movement is likely to be productive of much benefit. The boarding house is very successful, and the management appears to be all that could be desired.

Portrait of Mr Hutton presented to the Dehli college by Lala Wazir Singh.

65 *a*. Lala Wazīr Singh, who has always shown so warm an interest in education, has presented to the college a life-size portrait of the late Mr. Hutton, Inspector of Schools, who was for some years connected with this institution.

Services of Mr. Boddy, Sri Ram, B A., and Ziya ud-Din Khan

66. Maulavī Ziya-ud-Dīn, on whom His Excellency the Governor General has been lately pleased to confer the title of "Khan," in consideration of his literary attainments, and his services in the cause of education, and Sri Ram, B. A., are deserving of special mention for the manner in which they have performed their duties. Mr. Boddy is a very deserving officer, and he appears to have worked with assiduity, though he hardly seems capable of teaching the upper classes of the college in a thoroughly efficient manner. His long and approved service entitles him to consideration, and I hope that it may soon be possible to give him some increase of salary.

SECTION IV.

GOVERNMENT SCHOOLS.

67. The following statement shows the statistics of all Government schools in the prescribed form :—

Statistics of Govt. schools

Description of institutions.	Number of institutions.	Number on rolls at close of 1869-70.	Average number on rolls monthly during 1869-70.	Average daily attendance.	Total expenditure.	
					From imperial revenue.	From local funds.
Schools, higher class	3	171	141	114	25,520	364
Ditto, middle do.	96	8,849	9,092	7,563	1,13,024	29,890
Ditto, lower do.	1,132	43,864	45,494	36,836	17,551	1,49,890
Female schools.....	164	3,496	3,528	3,088	6,503	7,785
Normal schools	7	198	204	162	11,384	16,098
Jail schools	23	4,629	4,927	4,283	176	3,097
Total	1,425	61,205	63,386	52,046	1,74,158	2,07,124

A—GOVERNMENT ZIL' SCHOOLS

68. Zil' schools of the higher class comprise with their branches three departments, the upper, middle, and lower school. The lower department usually consists of several schools located in different buildings, one such school being generally held in the same building as the main school. Lower schools are now maintained almost entirely on the grant-in-aid system, those in the Lahore Circle being as a rule more liberally provided for than others.

Zil' schools of the higher class comprise the upper, middle, and lower school

69. Students are required to pass the lower school examination before they can enter the middle school, and they must go through a course of study, which extends over four or in some cases five years, and pass the middle school examination, before they are permitted to enter the upper school.

Lower school and middle school examinations

70. I stated in my last report that the three departments would in future be regarded as separate schools, and in the returns for this year accordingly, the students of upper departments only are shown as belonging to schools of the higher class, and in like manner, students of the middle school only are included in schools of the middle class. It is very important that this fact should be borne in mind in any comparisons which may be made between Government schools of this Province and Aided schools, or Government schools in other parts of the country.

Preparation of the statistics of the upper and middle schools

71. There were at the close of 1868-69, seven Government schools of the higher class, and some boys of middle class schools also had passed the middle school examination and were studying the subjects prescribed for the upper department. The maintenance, however, of upper departments for the benefit of a

Zil' schools of the upper class maintained at Dehli, Lahore, and Amritsar.

small number of boys appeared to involve an unnecessary expenditure, and it was found at the same time quite impossible, with the salaries available, to obtain really competent head masters for middle class schools, and qualified assistants for schools of the upper class. It was accordingly determined, with the sanction of Government, to maintain for the present three schools of the upper class only, at Dehli, Lahore, and Amritsar.

Benefit of the arrangement of maintaining only three schools of the upper class

72. As a necessary result of this measure, the boys of the upper and middle departments will be much better taught than before, since upper schools are all well officered, and masters who were formerly employed in upper departments will now give instruction in the middle school, whilst subordinate masters will teach the lower instead of the higher classes.

Centralization of students at upper schools.

73. The reduction of the upper departments of so many schools must have been decidedly unpopular, but I am glad to find that it has not called forth the opposition I was prepared to expect. Boys naturally prefer to carry on their studies as far as possible at their own homes, but the experience of many of the middle class schools of the Lahore Circle, which have every year sent in students to larger schools, and the constant applications for scholarships from boys desirous of learning English, show that no insuperable objection is felt to leaving home.

Upper schools will be formed at other stations in course of time.

74. Many of the head masters of middle class schools, as now constituted, are quite capable of teaching up to the standard of the entrance examination. It is principally for the assistant mastership that I find it so difficult to secure good men. There can, however, be no doubt that in the course of a few years,—certainly by the time there are enough students of the upper department to warrant the establishment of more schools of the upper class,—the difficulty of obtaining competent teachers will have passed away, and upper departments can then be added to existing schools at very small additional cost.

Decrease in the number of students attending the upper schools

75. On the 31st March 1869 there were 204 boys in the upper departments of the seven higher class schools. The upper schools of Lahore, Dehli, and Amritsar contained at the close of the year under report 171 students, amongst whom are included a considerable number who have been sent in on exhibitions from other stations.

Zil' schools of the middle class

76. At the close of 1868-69, 17 middle class zil' schools were shown in the returns. Of these the Abbottabad school has been reduced to the lower class, and the Ferozepur school has been placed on the grant-in-aid system. On the other hand the middle departments of the Dehli, Lahore, and Amritsar schools, and of the other four institutions which belonged last year to the higher class, are now entered in the returns as separate schools of the middle class. There are therefore at present 22 zil' schools of the middle class, besides the branch school of Chelon-ka-Kūchā in the

city of Dehli. These schools contain 1,165 students, or adding the boys (74 in number) who attend the Aided zil' school of Ferozepur, almost exactly the same number as belonged to the middle departments of zil' schools at the close of the previous year.

77. Various causes have tended to retard the progress of zil' schools and to check the increase of numbers during the past year. It is most satisfactory under these circumstances to find that there has been no falling-off in the number of students attending middle class zil' schools. I have already noticed the injury that has ensued from the scarcity and the terrible sickness that have prevailed during the year. The lower school examination has been held for the first time, and no students who fail to pass can enter the middle school. An examination of this kind must always act as a check on numbers—at least when it is first introduced. The rule, too, which compels boys to learn something of their own language before they commence English, will often induce them to seek their education where no such restrictions prevail. The changes of establishment also, which have been necessitated by the abolition of upper schools and by placing lower schools generally on the grant-in-aid system, have been so extensive that they cannot have failed to exercise a very disturbing influence.

Causes which have checked the increase of students in the upper and middle zil' schools.

78. The good effects of these measures will, I trust, be apparent next year. They have resulted in a present saving of nearly Rs. 1,000 per mensem in the expenditure on zil' schools. This has enabled me to strengthen the staff of Government colleges by attaching to them assistant masters whose services are not at present required in zil' schools.

A saving of Rs 1,000 p. m effected by the reduction of the number of zil' schools, upper class

79. Students of Government schools are now subjected to three principal examinations, the lower school, the middle school, and the entrance examination. By the two former the admission of students from the lower to the middle, and from the middle to the upper school, and by the latter their admission from the upper school to college, is regulated. The results of the entrance examination, as regards Government schools, have been given in para. 36.

Students of Government schools subjected to lower school, middle school, and entrance examinations.

80. For the middle school examination there were 149 candidates, of whom only 31 passed successfully. The large proportion of failures may be attributed chiefly to the fact that the rules have this year been strictly enforced, and that candidates have been required to obtain 30* per cent. of the maximum number of marks allowed for each subject. It is, however, quite certain that many more boys would have passed if sickness had not prevailed to such a terrible extent during the past year.

Results of the middle school examination of December 1869.

81. For a few years we must expect a large number of failures, as the middle school examination is designed, with other reforms, to raise the standard of instruction, and to cure an acknowledged evil. The principal defects in our schools

It is anticipated that the number of failures of middle school examination will be large for a few years.

* Eventually 50 per cent in each subject will be required.

have been the inferior character of the instruction that has been given in the lower classes, and the tendency that has prevailed to push on the cleverest boys at the expense of the rest. Even the clever boys have not really profited by this arrangement. They have no doubt been enabled to pass the entrance examination at a somewhat earlier date, but having skipped over much of the curriculum prescribed for them, they have really possessed a very imperfect knowledge of the different subjects of study.

Boys will be able to pass the middle school examination without difficulty who will enter the middle school after passing the lower school examination

82. Boys who enter the middle school in future will have received an elementary education well fitting them to profit by the course of study laid down for them, and when this course is completed they will be able, if well taught and fairly industrious, to pass the middle school examination without difficulty. The number of failures will then be reduced to a minimum, and I confidently believe that in the course of the next 3 years it will be found that this has been achieved.

Students who will enter the upper department after passing the middle school examination will be able to pass the entrance examination as a matter of course after completing the studies of the upper school

83. The middle school examination is intended to test the student's knowledge of English, Urdu, Arithmetic, Geography, the History of India, and Persian,—the two latter subjects being optional in Aided schools; and as the examination is general in its character, and (with the exception of the History of India) no particular text books are used, it is impossible, unless by unfair means, that any students can pass who do not possess a fair knowledge of the subjects. All students therefore who pass this examination will be well qualified to enter on the course of study designed to prepare them for the entrance examination, which they should be able, if well taught and fairly industrious, to pass as a matter of course when their course of study is completed. The lower school examination is intended to secure a knowledge of Arithmetic to compound division, and ability to read and write tolerably easy Urdu.

The upper, middle, & lower schools at Lahore

84. At the close of 1868-69 the Lahore Government school contained altogether 437 boys. Of these 34 were in the upper school, 109 in the middle school, in which was included the Shah 'Almi branch, and 294 in the lower school and Vernacular branches. The upper and middle school were maintained from the imperial revenue, and the lower school and branches, which received a contribution from the municipal funds, were supported on the grant-in-aid system. The Municipality have been unable to continue their grant, and it consequently became necessary to close the branch schools. The lower department of the main school is supported from school fees and an equivalent grant from Government. This is the only instance in which the fees collected in any school have sufficed to meet half the expenditure,* and the continuance of this arrangement is no doubt somewhat precarious, as the system of deferring the study of English till the boys have made some progress in the Vernacular is very unpopular in Lahore.

* I must except the case of the village school mentioned in para. 116, where the teacher is paid entirely from fees.

Mr Kirkpatrick placed in charge of the zil' school at Lahore since July 1869

85. Since Mr. Beddy was appointed in July 1869 to officiate as Professor in the Dehli college, Mr. Kirkpatrick, late Head master of the Dehli school, has had charge of the school at Lahore. When Mr. Kirkpatrick joined, the upper school contained 29 students, of whom 12 only were residents of Lahore. Of the latter 8 left, 4 of these obtained employment, and 3 entered the college. Only 4 new students, residents of Lahore, joined; the accessions being restricted of course by the results of the middle school examination. At the close of the year after boys had joined from the upper schools which were reduced, the upper school at Lahore contained 51 students, the middle school 98, and the lower school 131.

86. The Honorable the Lieutenant Governor, in his proceedings with reference to my report for 1868-69, commented on the small number of students of the Lahore school, and of some other institutions, who passed the entrance examination, as compared with the number of candidates, and directed that "efforts should be made to remedy this evil," and that none but those who had a fair chance of passing should be allowed to present themselves for examination. Mr. Kirkpatrick, accordingly, held a preliminary examination, in which he was assisted by Mr. Ellis, the Officiating Principal, and Mr. Lindsay, Professor of Mathematics, and he refused to send up for the entrance examination the names of students who failed on this occasion. In carrying out this measure, and in his endeavours to enforce better discipline, and to organize the classes properly, Mr. Kirkpatrick has had to perform a difficult and necessarily unpopular task, which caused at first the loss of some students, though they do not appear to have been residents of Lahore.

87. Seven candidates, most of whom were suffering from the prevailing sickness, went up for the entrance examination, and of those 3 passed in the 2nd and 1 in the 3rd division; 3 students passed the middle school examination.

The middle school at Lahore contains Anglo-Arabic and Anglo-Sanskrit classes

88. The middle school is now organized according to the scheme for Anglo-Arabic and Sanskrit middle schools described in my last report, and it is accordingly divided into five classes. The school is well taught, and in very fair order, but some laxity of discipline exists, to the rectification of which the Inspector promises to give his best attention. The lower school is in a very flourishing condition.

No of students attending the upper, middle, and lower schools at Dehli at the close 1869 70

89. The upper department of the Dehli school contained at the close of the year 78 students, the middle department 110 students, the Chelon-ka-Kūchā middle branch school 81 students, the Aided middle schools 321 students, and the purely Vernacular schools, which form the lower department of all the others, 608 students, making a grand total of 1,198. At the end of 1868-69 these schools contained 1,180 students.

90. Fifteen students went up for the entrance examination, and of these 2 passed in the first and 8 in the second division. Nine students have been admitted after passing the middle school examination, and a few have been sent in from other schools. The number of students has been greatly kept down by the middle school examination. It now contains, however—at least in the lower classes—no students who are not up to the proper standard, and there is every reason to expect a very large increase of numbers in the course of two or three years.

No of students who passed the entrance and middle school examinations in December last.

91. Mr. Cooke reports that the middle school is in a much more efficient state than he has ever before known it, and yet the number of students has fallen from 165 to 110. The causes of this decrease are detailed at length in Mr. Cooke's report, but as the principal reason involves a principle of considerable importance, I must here advert to it.

Efficient state of the middle school at Dehli

92. It was reported last year that the middle school had been re-organized so as to contain two parallel departments, a Mathematical department and an Arabic department, with five classes in each. The majority of middle schools contain only four classes, and students do not, as a rule, commence the study of Arabic, Sanskrit, or Mathematics till they enter the upper school. The object of this special organization,—which as I explained in my last report it would not be advisable to make universal,—is to afford to students the means of obtaining a Mathematical or Classical education above the ordinary level.

Mathematical and Arabic departments attached to the middle school at Dehli.

93. Considering the high rate of fees levied in this school, the Mathematical department is fairly attended, as it contained at the close of the year 77 boys, and I hope that its popularity will increase, and that 100, which is the maximum number it is proposed to admit, will soon be reached. The Arabic department, however, has hitherto proved a failure, as it contained at the close of the year only 33 boys. It would be easy to raise the numbers to any extent by the introduction of Sanskrit, but the study of this language is sufficiently provided for in the Aided school under the supervision of the Principal. I certainly did not anticipate the ill-success of the Arabic department. I was not prepared in the first place for the sudden and very decided preference that has been shown by Hindus for the study of Sanskrit, now that facilities have been afforded them for learning that language, though it was natural to expect that such a tendency would gradually manifest itself. I thought also that the Arabic department would attract Muhammadans, as it is calculated to afford them the means of acquiring a thorough knowledge of the Arabic language, and at the same time of obtaining an education that would ensure their success in life.

Success of the Mathematical and failure of the Arabic department

94. The real fact, however, appears to be that the great majority of Muhammadans in Dehli, including those of the best families, are reduced to such a state of indigence that they are quite unable to send their sons to a school where a

Indigence of the Muhammadans cause of the failure of the Arabic department.

moderate fee is exacted. It is, I think, evidently a matter of some social and political importance that a fair proportion at least of the boys of this class should receive a really good education, and that they should be fitted for the higher appointments under Government that are, or may hereafter be, open to natives, and for other lucrative and respectable employments.

Arrangements will be made for the education of Muhammadans.

95. The case is one that seems to call for special measures, and I propose in August next to visit Dehli, and, in consultation with the Principal, to carry out if possible some arrangement that will facilitate the object in view.

Chelon-ka-Kucha school in the city of Dehli.

96. The Chelon-ka-Kucha branch middle school is making satisfactory progress. It is situated amongst a very poor Muhammadan population, and Mr. Cooke suggests that as it is the only school where there is a fair proportion of Mussalmans, it might be well to introduce Arabic here. The class, however, from which the boys are taken, is not, I believe, suited for such an education as it is proposed to give. I have indeed several times considered the propriety of abolishing English altogether and making this school an industrial one.

Grant-in-aid schools at Dehli.

97. The condition of the Aided schools in connection with the Government school is described at length by Mr. Cooke, and their progress is on the whole very satisfactory. There has, however, been a slight decrease of numbers in Lala Ishrī Parshad's school, and it is to be desired that efforts should be made to raise the fees both here and in the Anglo-Sanskrit school.

Interest taken in education by Lalas Wazīr Singh, Ishrī Parshad, and Ramī Mal.

98. Great credit is due to Lala Wazīr Singh, and to Lala Ishrī Parshad, the Managers of the two Anglo-Vernacular schools, for their constant exertions to promote education in the city of Dehli, and for their attention to the schools under their charge. Mr. Cooke reports that the former gentleman proposes to raise his subscription from Rs. 35 to Rs. 75 per mensem with the view of placing his school on a more thoroughly satisfactory basis. Lala Ramī Mal, the original promoter of the Anglo-Sanskrit school, who contributes Rs. 50 per mensem to its support, continues to exhibit the same interest in the success of the project. The students of this school learn English, Sanskrit, Urdu, and enough Persian to perfect their knowledge of the Vernacular.

Grant-in-aid purely Vernacular schools.

99. The purely Vernacular schools which are supported on the grant-in-aid system are making favorable progress, though the funds at present available are hardly sufficient to supply them with thoroughly qualified teachers.

Number of students attending the upper, middle, and lower schools at Amritsar.

100. The upper school at Amritsar contained at the close of the year 42 students, the middle school 125, and the lower Aided schools 880; so that there were in all 1,047 students. At the end of the previous year there were 41 students in the upper, 76 in the middle, and 979* in the lower school. These statistics

* Seventy-two in the lower department of the zil' school, 907 in Aided branches.

are highly satisfactory, as the falling-off is confined to the lower school; and in the middle school, notwithstanding the great prevalence of cholera and sickness, and the check to admissions caused by the institution of the lower school examination, there has been a large increase of numbers.

Number of students who passed the entrance and the middle school examinations at Amritsar.

101. Nine candidates presented themselves for the entrance examination, and of these one passed in the first division, obtaining higher marks than any other boy in the Province, one in the second, and one in the third. The failure of so large a number is attributed to the great prevalence of sickness at Amritsar. The same cause produced an unfavorable effect at the middle school examination, where five students out of 15 were successful.

MIDDLE CLASS ZIL' SCHOOLS.

Number of students attending the middle departments of zil' schools.

102. The middle departments of zil' schools contained at the close of the year 1,165* students, of whom the great majority were Hindus and less than one-fourth were Muhammadans. The causes that have checked the attendance and the admission of students have been already stated, and it is satisfactory to find that there has on the whole been no falling-off. There is every reason to hope that during the ensuing year there will be a large accession of numbers.

Cost of the middle departments of zil' schools.

103. Owing to the fact that some of these schools contained during a portion of the year an upper department, their cost is greater than would otherwise be the case; and it should be observed also that, though the head masters of zil' schools are required to superintend and manage the lower department and the branch schools, no portion of their salaries is charged to lower schools.

Subjects taught in lower schools.

104. All the boys in these schools have acquired a fair knowledge of reading and writing and elementary Arithmetic, and by the measures that have already been described above, provision has been made for their instruction in a much more efficient manner than has yet been possible.

The English language taught in an efficient manner in middle schools.

105. As no boy can commence the study of English till he enters a middle school, the number of English masters has been greatly reduced; boys when they commence English are now taught by much better masters than formerly, and there is room in many of the schools for a large accession of numbers without any addition to the staff of teachers.

Notice of masters of zil' schools.

106. The services of the following masters are deserving of special commendation :—

UPPER SCHOOLS.

MR. KIRKPATRICK.....Head Master, Lahore.
MR. STAINES.....Offg. Head Master, Dehli.
MR. CARNE.....Assistant Master, Dehli.
MR. BUCHANAN.....Head Master, Amritsar
MR. HARVEY.....Assistant Mastor, Amritsar.

* Inclusive of the branch school at Chelon-ka Kucha in Dehli.

MIDDLE SCHOOLS.

SAWAYA RAM .....Head Master, Lahore, Middle School.
KANHIYA LAL..... Ditto, Dehli, ditto.
PARTAB SINGH.....Assistant Master, Amritsar, late Head Master, Rahūn.
MR. WOOD.....Head Master, Amritsar, Middle School.

Many other masters have performed their duties in a satisfactory manner and are duly noticed in the accompanying reports.

B—GOVERNMENT TOWN SCHOOLS.

Statistics of town schools.

107. There were at the close of the year 73 town schools, containing 7,684 students, the average attendance was 6,476, and the average number on the rolls, 7,768. At the end of the previous year there were 74 town schools, containing 8,092 students, the average attendance was 6,789, and the average number on the rolls, 7,757. Considering how many Districts were completely prostrated by fever during a considerable portion of the year, these figures are not unfavorable. The fees amounted to Rs. 2,088—a little less than the sum collected last year. The schools were attended by 4,878 Hindus, 2,262 Muhammadans, and 544 Sikhs and others. The Muhammadans have increased by 141, whilst the other sects have fallen off. 773 were learning English; 6,762, Urdu; 806, Hindi (Nagri); 477, Landi Mahajani, &c.; 21, Arabic; 2,906, Persian; and 22 Sanskrit. There has been a very considerable falling-off in the number of students learning English, a slight decrease in the number learning Hindi, and an increase of Urdu students.

Progress of study in town schools.

108. The first five classes of town schools contained at the close of the year 1,649 students; at the end of the previous year they contained 1,707. The proportion of students in these classes, which correspond with the middle department of zil' schools, is greater than before, and the actual number of boys in the first four classes has increased. The upper classes of the Ludiana District contain a larger number of students than those of any other District in the Province. The following table shows the percentage in each class at the close of the year under report and at the end of 1868-69 :—

Percentage of scholars at the close of	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.	Pupils reading English only.
1868-69	·35	1·01	3·49	5·65	10·66	16·74	17·79	44 31	
1869-70	·22	1·2	4·3	5·97	9 8	17·2	18 5	42 6	

C.—GOVERNMENT VILLAGE SCHOOLS.

Statistics of village schools.

109. There were at the close of the year 1,132 Government schools of the lower class. Amongst these, however, were included the Abbottabad zil' school, and the lower departments of three zil' schools, which were not placed on the grant-in-aid system during the year under report. The number of village schools has been reduced from 1,462 to 1,128. Two causes have contributed to bring about this reduction The

savings that had accumulated during the infancy of the department were exhausted, and it consequently became necessary to confine the expenditure from the one per cent. cess within the income. Owing to the transfer of charges explained above (para. 4) the expenditure on Vernacular schools paid from the cess is higher than during 1868-68; but the total charges paid from the cess have fallen from Rs. 2,23,512 to Rs. 2,03,002, and the total cost of village schools, from Rs. 1,74,470 to Rs. 1,65,246. The chief cause, however, of the diminution that has taken place in the number of schools is the increase of the salaries of teachers, which could be carried out by no other means.

Decrease in the number of students attending village schools; increase of pay of teachers

110. Had the number of students decreased in the same proportion as the number of schools, the latter would have contained only 39,426 boys, instead of 43,486, whose names were borne on the rolls at the close of the year. Considering the disadvantages from which schools of all classes have suffered, it is a matter for congratulation that the falling-off has not been greater than is actually the case. It has been determined that in future the salaries of village teachers shall range from Rs. 10 to Rs. 20. In some Districts this arrangement has been fully carried out, in others, however, there are still many teachers on salaries below Rs. 10. In many cases where the teachers did not merit promotion, it was inexpedient to remove them, or impossible for the Deputy Commissioner to obtain better qualified men. In the course of a few years it may be hoped that the higher salaries now available will attract a much better class of men to the department.

Progress of study in village schools.

111. The first five classes of village schools contained at the close of the year 5,497 students, and the first three classes, 418. The same classes contained at the close of 1868-68, 5,684 and 348 students. Notwithstanding the disadvantages to which these schools have been exposed, the proportion of students in the first five classes and the actual numbers in the first three classes have improved during the year under report. The following table shows the percentage in each class at the close of 1868-69 and 1869-70 respectively :—

Percentage of scholars at the close of	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.	Pupils reading English only.
1868-69	·01	·07	·61	2·44	8·01	16·16	18·53	54·17	...
1869-70	·005	·06	·9	2·8	8·9	16·8	19·4	51·1	·02

Levy of fees not enforced in the majority of Districts.

112. Rs. 4,327 were collected in school fees. The sum collected during 1868-69 was Rs. 4,652. I stated in my last report that the amount of fees realized in village schools still varied greatly in different localities, and that in the majority of Districts the orders on the subject were not enforced. The same remark still holds good. In the Gurdaspur District Rs. 961 were collected, or nearly one-half more than in the whole Ambala Circle. Last year I drew particular attention to the Lahore District, where only Rs. 77-14-0 were realized, and this year the amount has fallen to Rs. 20.

113. In my last report I pointed out the chief obstacles to the progress of Vernacular education, namely, the low salaries of the teachers, the inferiority of the local inspecting and controlling agency, and the absence of any special inducement to study such subjects as History, Geography, and Mathematics. The measures that have been taken for raising the salaries of village school teachers, and for the gradual substitution in each District of a qualified Deputy Inspector in place of the present Chief Muharrirs, I have explained above. The exaction of an educational test from all candidates for the public service would greatly tend to popularize the study of those subjects which are considered in all civilized countries to form an essential part of even the most elementary education, but which the natives of the Panjab have in general no desire to learn. The effects of such a measure would be felt throughout all classes, and would by no means be confined to those who are candidates for Government employment. This question will, however, form the subject of a future report.

Removal of the obstacles to the progress of Vernacular education

114. One of the greatest obstacles to the extension of primary education is the fact that the mass of artizans and of agriculturists do not yet perceive any advantage in education of any kind unless it has the effect of raising their children to a higher class. In my opinion, the most effectual measure to remove this difficulty would be the establishment of agricultural and industrial schools designed to combine with technical instruction a good elementary education.

Establishment of agricultural and industrial schools necessary for the extension of primary education

115. I conceive that nothing would tend more to raise the condition of the people of this country than the establishment of industrial schools; they might be made to a great extent self-supporting, and if one or two such institutions should prove successful, their number could be multiplied without difficulty. I have already submitted with much diffidence proposals for the imposition of an educational rate with the view of placing zil' schools on the grant-in-aid system, extending Vernacular education, and providing for the establishment in the first instance of one good agricultural and industrial school.*

Imposition of an educational rate

116. Though the mass of agriculturists are still indifferent to education, there can be no doubt that the feeling on this subject is undergoing a gradual change; and, whilst some Districts are quite apathetic, there are others where a much larger number of schools might be supported with advantage. Mr. Alexander mentions that in one village the people have of their own accord opened a school where the teacher is paid entirely by the fees raised from the boys, and the Government course of study has been adopted.

Desire for education amongst agricultural population varies in different Districts

D.—GOVERNMENT FEMALE SCHOOLS

117. The number of Government female schools has been reduced from 206 to 164, and the number of pupils attending them has fallen from 4,448 to 3,496. The principal reduction has

Reduction in the number and students of female schools

* It has been decided by Government not to levy any special educational rate at present.

taken place amongst the female schools of the Jalandhar District, which are supported from the one per cent. cess, and are in a very unsatisfactory condition. Several schools in other Districts that did not promise well have been closed.

Progress in female schools.

118. It may be expected that the female schools will gradually improve as they are brought under inspection. Whilst they were left to native management it was impossible that they should do much more than familiarize the minds of the people with the idea of female education. Mr. Alexander has found that when trouble has been taken to ensure efficiency, progress might be looked for with as great certainty as in boys' schools.

No less than 2,793, or about four-fifths of the pupils in these schools, are Muhammadans, and 2,807 girls are learning Urdu.

E—GOVERNMENT JAIL SCHOOLS.

Decrease of scholars in jail schools.

119. At the close of 1868-69 there were 24 jail schools, the Gurgaon jail school has since been closed, and there are now 23 jail schools, or 25 if the Thaggi and female jail schools at Lahore be reckoned separately from the Central Jail school. The number of men whose names are borne on the rolls has fallen from 5,120 to 4,629, and the average attendance from 4,749 to 4,283. Out of the total number attending school on the 31st March last no less than 2,721 were Muhammadans; 3,165 men learn Urdu.

The best jail school is that in the Central Jail at Lahore, where a considerable number of men have made creditable progress. The Ferozepur jail school also is well reported of. The jail schools in the Rawal Pindi Circle do not make much progress.

SECTION V.

PRIVATE INSTITUTIONS UNDER GOVERNMENT INSPECTION.

General statistics of Aided schools

120. The following is the prescribed statement :—

Description of institutions.	No. of institutions.	No. on rolls at close of 1869-70.	Average No. on the rolls monthly, 1869-70.	Average daily attendance.	Grants given by Government.			Expenditure from all sources other than grants given by Govt.		
Colleges.	1	0	16	11	1,320	0	0	3,244	12	0
Schools of Higher class. . .	9	1,901	1,889	1,469	30,311	0	1	37,301	15	6
Schools of Middle class.....	40	3,649	3,909	3,033	47,917	9	8	67,222	10	7
Schools of Lower class	167	9,781	9,872	7 671	24,757	7	1	30,279	3	6
Female schools	433	9,712	10,268	8,467	30,538	15	5	40,965	10	9
Aided Normal schools.....	7	214	200	160	16,033	0	0	9,904	6	9
Total.....	657	25,257	26,154	20,811	1,50,878	0	3	1,88,918	11	1

Increase of expenditure on grants in-aid

121 The monthly expenditure on grants-in-aid has advanced during the year from Rs 13,458 1-4 to Rs 13,838-12-0, the net increase since the commencement of the year is Rs 380-10-8 Details are shown in the following statement —

	Names of schools	Amount			Total			Date from which sanctioned
	Additional Grants							
1	Amritsar Mission School	150	0	0				1st April 1869
2	Rawal Pindi Mission School and Branches	80	0	0				„ July 1869
3	Delhi Mission Branch Schools	45	0	0				„ April 1869.
4	Daska Elementary English School, Siyalkot District	5	0	0				Ditto
5	Rawal Pindi Female Mission School	2	0	0				„ July 1869
6	Amritsar Female Normal School	380	0	0				„ April 1869
7	Baghbanpur Elementary English School, Lahore Dist.	5	0	0				Ditto.
8	Kasûr ditto ditto	31	0	0				Do. but not drawn
9	Dera Ismail Khan Mission School	15	0	0				1st July 1869
10	Bishop's School Simla .	100	0	0				„ April 1869
11	Vernacular Schools, Dera Gazi Khan District.	121	0	0				Ditto
12	Branch Schools, Rahûn	7	0	0				1st Oct. 1869
13	Ditto Hushyarpur	6	0	0				Ditto
14	Ditto Nurpur	1	0	0				Ditto
15	Ditto Amritsar	22	0	0				Ditto.
16	Ditto Batala	21	0	0				Ditto
17	Ditto Ferozepur	29	0	0				Ditto
18	Ditto Multan	13	0	0				Ditto
					1,035	0	0	
	New Grants							
1	Jhajjar Branch Schools	7	8	0				1st April '68, but drawn from April 1869
2	Elementary English School, Kasauli	20	0	0				„ April 1869
3	Ditto ditto Pind Dadan Khan	25	0	0				„ April 68 but drawn from April 1869
4	Gujranwala Mission School	50	0	0				„ April 1869
5	Female Normal School, Siyalkot	112	8	0				Ditto
6	Indian Female Normal School, Jalandhar	150	0	0				„ Jany 1870
7	Elementary English School, Jamki	15	0	0				„ April 1869
8	Part salary of Superintendent of Schools, Kulu Valley	25	0	0	405	0	0	Ditto.
	Total of increased and new grants				1,440	0	0	
	Grants reduced or abolished							
1	Lahore Adult School	6	0	0				December 1869
2	Elementary English School, Ram Nagar (Gujranwala District)	20	0	0				1st Sept 1869
3	Elementary English School, Anandpur (Hushyarpur District)	16	0	0				„ April 1869
4	Amritsar City Female Schools .	330	0	0				Ditto
5	Siyalkot District ditto	27	13	4				Ditto
6	Kangra ditto ditto	72	8	0				Ditto
7	College Department, Lahore Mission School	150	0	0				„ Decr 1869
8	Elementary English School, Mani Majra (Ambala District)	15	0	0				„ April 1869
9	Elementary English School, Urmaran (Hushyarpur)	16	0	0				Ditto
10	Ditto ditto Dusuha (Ditto)	16	0	0				Ditto
11	Ditto ditto Khushab (Shahpur) .	15	0	0				1st Sept. 1869.
12	Sirsa Female Schools	17	8	0				7th Decr 1869
13	Elementary English School, Tarn Taran (Amritsar)	7	0	0				1st April 1869
14	Lahore Hindu School	150	0	0				Novr 1869
15	Female Normal School Kangra	25	0	0				1st April 1869
16	R. Pindi Regimental Mission School for low cast boys	18	0	0				„ July 1869
17	Dera Ismail Khan Mission Branch Schools	53	0	0				Ditto
18	Tanda and Jyjon Female Schools (Hushyarpur)	10	8	0				„ June & 16th Augt 1869
19	Narowal Mission School	30	0	0				„ April 1869
20	Rawal Pindi Mission School, Cantonment	64	0	0	1,059	5	4	„ July 1869.
	Net Increase				380	10	8	

122. The grants paid to Aided schools amounted to Rs. 1,50,878, those paid to Elementary English teachers for town and village schools to Rs. 9,640, and grants to Indigenous schools to Rs. 7,184, making a total of Rs. 1,67,702, or, if we include building and endowment grants, of Rs. 1,79,452. In the previous year grants to Aided schools amounted to Rs 1,47,179, grants for Elementary English teachers to Rs. 12,603, and grants to Indigenous schools to Rs. 7,981, making a total of Rs. 1,67,763, or very nearly the same sum that was expended during the year under report. Endowment and building grants, however, amounted during 1868-69 to Rs. 37,844, thus raising the grand total to Rs. 2,05,608.

Expenditure on grants in-aid during 1868 69 and 1869 70.

A—AIDED COLLEGE AT LAHORE

123. The Lahore Mission college was closed in December last, and most of the students entered the Government college. This was no doubt a wise measure, as there is not room for two colleges in Lahore, and the Mission school will certainly derive great benefit from the increased attention which the abolition of the college classes will enable the Manager to devote to it.

Mission college at Lahore closed in December 1869

124. In my last report I gave an outline of the measures which I propose to introduce with the view of applying to grant-in-aid schools the system of payment by results in a modified form, and the Honorable the Lieutenant Governor was pleased to signify his approval of the principles which I advocated. Definite proposals will be shortly submitted for carrying the new system into effect.

Payment of grants in aid by results

125. When this system takes effect the three departments of Aided schools will be shown separately, and though it may not be possible in all cases to show the exact cost of each, the total expenditure can no doubt be distributed amongst the three departments with a sufficient approximation to accuracy

Distribution of expenditure on the three departments of Aided schools.

B—PRIVATE SCHOOLS OF HIGHER CLASS.

126. There is one school of the higher class for Europeans, the Bishop Cotton's school at Simla. It contained at the close of the year 85 children, all boarders. The charge for lodging and education is Rs. 360 per annum, and Rs. 10 per mensem out of this amount is considered to represent the fee for tuition. There are fifteen exhibitions in the gift of the Governors, by which the annual payment is reduced from Rs. 360 to Rs. 240 per annum. The school has some difficulties to contend against, as the boys are for the most part very ignorant when they first enter, they are frequently late in joining after the commencement of the term, and home influences are often of a nature to retard their progress. The school was very carefully examined by the Inspector, whose report is highly favorable. Four students went up to the entrance examination of December 1869, at which three passed in first division.

Bishop Cotton's school, Simla.

* Lahore high school	100
Christian Vernacular Education Society's normal school	6,100
Panjab girls' school	5,550
	11,750

127. There are 8 Anglo-Vernacular Mission schools of the higher class, at Dehli, Ambala, and Ludiana, in the Ambala Circle; at Lahore, Amritsar, and Jalandhar, in the Lahore Circle; and at Rawal Pindi and Peshawar in the Rawal Pindi Circle.

Anglo Vernacular Mission schools of the higher class, 8 in number

128. The names of 1,816 students were borne on the rolls at the close of the year, the average attendance was 1,390, and the average number on the rolls 1,810. Fees amounted to Rs. 2,802, or about Rs. 150 more than were collected in the previous year. The average attendance and the number of students on the rolls have somewhat decreased owing to a falling-off in the Rawal Pindi and Peshawar schools, the latter of which was quite disorganised by sickness. In the Ambala and Lahore Circles there has been on the whole an improvement in numbers. In these 8 schools 127 boys, as noted in the margin, may be considered to belong to the upper department; I am unable for want of more complete information to give the number of students who should be reckoned in the middle school.

General statistics of these 8 schools

Dehli	20
Ambala	17
Ludiana	19
Lahore ..	26
Amritsar	16
Jalandhar	14
Rawal Pindi	9
Peshawar	6 = 127

129. For the entrance examination there were, in the Ambala Circle, 5 candidates from the Dehli Mission school, of whom 3 passed in the second division; and 8 from Ludiana, of whom 1 passed in the second and 1 in the third division. The Ambala school supplied no candidates. In the Lahore Circle there were 7 candidates from the Lahore Mission school, of whom 2 passed in the second and 2 in the third division; 3 from Amritsar, of whom 2 passed in the third division; and 5 from Jalandhar, of whom 2 passed in the second and 2 in the third division. In the Rawal Pindi Circle the Rawal Pindi school supplied 3 candidates, of whom 1 passed in the first and 1 in the third division; and the Peshawar school 3 candidates, of whom 1 passed in the third division.

Students who passed the entrance examination from the 8 Anglo Vernacular Mission schools of the higher class.

130. The Lahore and Peshawar schools did not send up any students for the middle school examination.* The other 6 schools supplied 70† candidates, who all failed; 16 students of the Jalandhar school were rejected in consequence of having used unfair means at the examination. Some of the masters were found to be implicated, and were punished by the Reverend Manager. Only 8‡ students took up Persian, which is an optional subject for Mission schools, and of those 7 failed.

Failure of the students of these schools at the middle school examination.

†	Dehli , ,	17
	Ambala	7
	Ludiana	11
	Amritsar	5
	Jalandhar	23
	Rawal Pindi	7 = 70
‡	Ambala	1
	Rawal Pindi	7 = 8

131. Though the general progress of these schools has been good on the whole, their failure in the middle school examination is no doubt unsatisfactory. This must be attributed to a defect which is very common in Mission schools, excel-

General progress of the 8 Anglo Vernacular schools, good

* Owing in the former case to the lamented death of the late Manager, and in the latter, to the prevalence of sickness

lent in many respects as those institutions generally are. The Managers and the Head masters are sometimes inclined to devote their time almost exclusively to the higher classes, whilst the lower classes are too often taught by men of very inferior attainments. I have already stated that similar defects have hitherto existed in Government schools, though to a somewhat less extent. The modified system of payment by results, which I hope to see introduced during the ensuing year, will, I believe, greatly tend to remedy this evil.

C.—PRIVATE SCHOOLS OF THE MIDDLE CLASS

132. Two European Aided schools for boys are considered to belong to the middle class, the High school at Lahore and the Henry Lawrence Memorial Asylum at Murree.

European schools of the middle class for boys.

133. The Lahore High school contained at the close of the year 28 boys, the average number on the rolls was 18, and the average attendance 14. The cost was Rs. 3,375-13-0, of which Rs. 1,657-3-0 were contributed by Government. Mr Thompson, the former head master, has returned; during his absence the attendance fell off, but it has much improved lately, and the school now promises to become a very flourishing institution.

The High school at Lahore

134. The Lawrence Memorial Asylum at Murree has made satisfactory progress; it contained at the close of the year 57 boys and 56 girls. The expenditure amounted to Rs. 51,588, but some extraordinary disbursements had to be made during the year Government contributed Rs. 19,510 as a grant-in-aid, besides subsistence allowance, &c., which is included in the returns under the head of expenditure from private sources. The school, though allowed the privilege of a grant-in-aid of boarding expenses, is not able to pay its way as an Aided institution, as the public show little inclination to subscribe for its support.

The Lawrence Memorial Asylum at Murree.

135. There were at the close of the year 38 Aided schools of the middle class for natives, containing 3,508 boys. The average number on the rolls was 3,771, and the average attendance 2,899. There has been a slight increase in numbers since the commencement of the year. Of these institutions 17 are Mission schools, 3 serve as branches of the Government school at Dehli, 2* are Anglo-Vernacular schools under Cantonment Magistrates, 9† are of similar standing with Government town schools, and are for the most part under Deputy Commissioners; there were also 3‡ Anglo-Vernacular schools, from which the grants-in-aid have been or are about to be withdrawn. The Ferozepur school, lately a zil' school; the Jhelam school, which has received a grant as a special case, and is now to be reconstituted as a zil' school; an adult school at Lahore under native management; and the 4th Gurkha Regimental school,—make up the number.

Aided schools of the middle class for natives, 38 in number

Ferozepur and Mian Mir.

† Gurgaon 4
Dera Gazi Khan 3
Ludiana 1
Kussauli 1
9

1 Ambala 'amla school
2 Lahore Hindu school
3 Lahore Anglo-Sanskrit school

136. These schools sent up 50 students for the middle school examination, of whom 9 passed. The Mission school at Dera Ismail Khan supplied 6 successful candidates, the Nil-ka-Katra Aided school 1, the Kangra Mission school 1, and the Ferozepur Aided school 1.

Out of 50 candidates from the middle schools 9 passed the middle school examination

137. The success of the Dera Ismail Khan Mission school at this examination is very remarkable, no other Anglo-Vernacular school, with the single exception of the Government school at Delhi, succeeded in passing so many students. As a middle school, if taught with the same care as heretofore, it might maintain its position as one of the best in the Province. It has now, however, an upper department which must occupy the time of the principal masters, and there is some reason to fear that it may suffer from this arrangement, as the great mass of the boys can hardly be so well taught as before, though a small number of students will no doubt attain to a higher standard. My own visit to the school, and the result of the Inspector's examination, tend to confirm this impression.

The Mission school at Dera Ismail Khan

138. By placing the lower departments of zil' schools on the grant in-aid system a considerable step was made towards the realization of the principles laid down in the despatch of 1854.* The Ferozepur school, however, to which reference has been made in para. 76, affords the first instance of a zil' school maintained on the grant-in-aid system. Efforts will be made to extend this measure, and it may be possible to carry out similar arrangements in other localities where municipal funds are solvent, and District Officers and Municipalities are willing to co-operate. At the present time, however, there are, I fear, very few towns that could afford to follow the example of Ferozepur.

The middle school at Ferozepur maintained on the grant in aid footing

139. The extension of the grant-in-aid system is in some cases unfavourable to teachers employed in the Department, as no pensions can be given to men whose names are not borne on the zil' school establishment paid from the imperial revenue. It would be an advantage if a system could be set on foot by which pensions might be secured to teachers employed in Aided schools, at least in cases where these institutions take the place of zil' schools.

Provision of pension for teachers employed in grant-in aid schools.

D.—PRIVATE SCHOOLS OF THE LOWER CLASS

140. There were at the close of the year 167 Aided schools of the lower class, containing 9,781 boys. The average number on the rolls was 9,872, and the average attendance 7,671. At the end of 1868-69 there were 163 schools, containing 9,069 boys; the average

General statistics

* Para. 62 of despatch of 1854 We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay, and we therefore entirely confide in your discretion, and in that of the different local authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in different parts of India

number on the rolls was 8,685, and the average attendance 7,062. Of these schools 33 are village schools, in the Dera Gazi Khan District, which receive a special grant equivalent to the subscriptions raised in excess of the one per cent. cess. The other schools, with very few exceptions, constitute the lower departments of zil' schools, or the branches of zil' and Anglo-Vernacular Mission schools.

Cost of education per head in lower school, 8 annas a month

141. The average cost of educating each pupil in lower class schools is very moderate, being less than 8 annas per mensem. The cost of education in lower departments of zil' schools and in branches varies from more than one rupee to less than 4 annas per mensem. The former charge is higher than necessary, and the latter too low for real efficiency As a general rule, 8 annas per mensem for each boy should suffice to give a good primary education, and the Government grant might be limited to 4 annas.

Schools at Kotgarh, in Simla District

142. The primary schools at Kotgarh, which receive a special grant, appear to be doing good work, and some of the boys come from the other side of the Thibet frontier to study during the winter months.

Industrial school at Gurgaon

143. During the year an industrial school on a small scale was maintained at Rewari, in the Gurgaon District It had various difficulties to contend against, and has been now closed. It is proposed to renew the experiment at Gurgaon under the immediate eye of the Deputy Commissioner, who has always shown great interest in the progress of education.

Indigenous schools

144. According to the statistics supplied by District Officers, which are, however, as I have remarked, by no means reliable, there are 3,995 indigenous schools which receive no aid from Government. These are supposed to contain 52,479 students, of whom 31,981 are Muhammadans, 156 are returned as reading English, 7,929 Urdu, 2,641 Hindi in the Nagri character, 8,804 Hindi (Landi Mahajani, &c.), 22,511 Arabic, 9,162 Persian, 2,528 Sanskrit. Of the students said to be learning Urdu, no less than 6,297 belong to the Rawal Pindi District, where 14 were entered as studying this language last year. This serves to show the very careless manner in which these returns are made up. There is, however, no machinery in existence by means of which reliable information regarding the statistics of indigenous schools could be obtained. It appears, as I remarked last year, that a very large proportion of the boys attending indigenous schools learn Arabic, *i.e.*, to read the Quran by rote. A considerable number learn the multiplication table and banaya's accounts. Many study Persian, which is generally taught in a most unintelligent manner, though there are of course a considerable number of schools where a thorough knowledge of the language can be obtained. Urdu is very seldom learnt at all in indigenous schools, as the students trust to obtaining a sufficient knowledge of the Vernacular by means of their Persian studies.

145. The Sardars' Institute at Ambala is intended primarily for Government wards, but the children of any native of a certain rank can be admitted on payment of a moderate fee. It was twice carefully examined by the Inspector, who gives a very favorable report of the progress of the school, and of the manner in which it has been conducted by Mr. Doran, the Superintendent. The students are taught English and the Vernacular, and they also learn to ride and shoot, and practise all kinds of manly exercises. At the time of Mr. Willmot's examination it contained 5 wards and 2 extra students. It is desirable that the existence of this very useful institution should be more generally known, as there must be many young Sardars throughout the Province who might attend it with great advantage.

The Sardars' Institute at Ambala.

E—PRIVATE FEMALE SCHOOLS.

146. There are two Aided female schools of the middle class, the Panjab girls' school and the Murree-*cum*-Pindi school. The former contained at the close of the year 24 pupils, and the average number whose names were borne on the rolls was 27. The average cost of education was about Rs. 20 per mensem for each pupil. The Murree-*cum*-Pindi school contained at the close of the year 20 girls and 27 little boys. The average cost of educating each pupil was Rs. 15 per mensem. A good elementary education is given in both these institutions. The former is better provided with teachers. The necessity of removing the latter backwards and forwards between Murree and Pindi causes a heavy item of expenditure on the school.

The Panjab girls' school and the Rawal Pindi-*cum* Murree school

147. There are two European girls' schools of the lower class, the Anarkali and the American Presbyterian Mission, or Lahore Christian girls' school, which is attended by both Natives and Europeans. These schools are very fairly taught. In the former the average monthly cost of educating each pupil is Rs. 5, in the latter Rs. 7-13-0.

Two schools at Lahore for European girls.

148. There were at the close of the year 387 Aided schools for native girls, containing 9,588 children, of whom 6,342 were Hindus and 2,806 Muhammadans. Owing to sickness and other causes there has been a considerable falling-off in numbers since the commencement of the year. This has been the case especially in Sirsa, where the three schools which existed at the commencement of the year have been abolished, as they made no progress, and in the Lahore, Siyalkot, Gujranwala, Rawal Pindi and Jehlam Districts.

Female schools for native girls.

149. There are now 41 primary schools in the city of Amritsar, instead of 113, the least efficient having come under reduction. Their progress since they have been placed under a European lady superintendent has been as good as could be expected with the present teachers. They are likely eventually to prove really good schools, as the female pupils now in the normal school are for the most part relatives of the present masters of primary schools, whose places they will eventually take. The Native Committee report that girls are now beginning

A European lady superintendent appointed for the female schools at Amritsar

to carry on their studies after marriage, and have expressed a belief that this will be the case to a far greater extent when the primary schools are placed under female teachers. Amongst the female village schools in the Lahore Circle which have been brought under inspection those in the Siyalkot District are by far the best.

Mission female schools.

150. The female Mission schools, amongst which those at Dehli, Ludiana, and Peshawar may be specially mentioned, are very useful institutions, and are much better managed than has hitherto been the case with the majority of Government female schools. The Rawal Pindi school, which was most favorably reported on last year, has suffered from the ill-health of one of the teachers and other causes, and its progress has not lately been so good.

SECTION VI.

INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

A.—GOVERNMENT NORMAL SCHOOLS.

Normal schools at Peshawar and Dera Ismail Khan, and the branches at other stations, closed.

151. There are now three normal schools, those at Peshawar and Dera Ismail Khan, and the branches at Jagadhri, Hushyarpur, and Multan, having been closed during the year under report. There were at the end of the year 198 students, of whom no less than 130 were Muhammadans.

It is expected that better class of men will in future attend the normal schools.

152. I stated in my last report that our normal schools were attended, as a rule, by a very inferior class of men, and that this was mainly due to two causes, viz., the low salaries of teachers of Vernacular schools, and the insufficiency of the stipends allowed to pupils at the normal schools. I also stated that measures were in progress to remedy these evils. The salaries of village school teachers, and the stipends to pupils at the normal schools, have both been raised, and I hope that we shall in future succeed in attracting a superior class of men. Mr. Alexander reports that this has already been the case to some extent in the Lahore Circle.

Instruction not given in the art of teaching in normal schools.

153. The pupils who now attend our normal schools bring with them a very scanty stock of knowledge, and nearly all their time is occupied in learning the subjects which they will afterwards be required to teach in town and village schools. The consequence is that very little time remains for professional training. Model schools do not at present exist, and the masters of our normal schools, though for the most part able men, are not themselves acquainted with the methods of teaching that prevail in European schools, far less with the modes of giving instruction in the art of teaching that are pursued in training colleges.

Visits paid to normal schools by Mr Rodgers

154. My best thanks are due to Mr. Rodgers, the able Principal of the Aided normal school at Amritsar, who has kindly undertaken to pay occasional visits to our normal schools, and to give the masters the benefit of his professional knowledge and experience. I believe that great good will result from these visits.

Change of system necessary for the improvement of normal schools

155. A change of system will, however, be required before normal schools can be placed on a thoroughly satisfactory basis, which will not be the case until the pupils who attend them receive a similar training to that which is imparted in normal schools in Europe. The first step, however, is to secure the attendance of young men who are fully capable of profiting by such instruction as is already available.

No. of students who obtained certificates.

156. The following table shows the number of students who obtained certificates during the year :—

	No. of normal students who have gained certificates.				
	1st grade.	2nd grade.	3rd grade	4th grade.	Total.
Ambala Circle	..	3	7	8	18
Lahore Circle .. .	..	2	7	9	18
Rawal Pindi Circle	...	1	4	7	12
Total	.	6	18	24	46

B—PRIVATE NORMAL SCHOOLS.

Private normal schools, seven in number

157. There are now 7 Aided normal schools, 6 of which are for females.

Female normal school at Lahore

158. The female normal schools at Lahore and Amritsar are supported mainly by Government, but each receives a grant from the Municipality. The Lahore female normal school and the primary schools in that town have been during the year under the charge of Miss E. Fuller, who has shown attention to her duties, and has won the regard of the Native community. On the whole fair progress seems to have been made. The condition of the Muhammadan branch of the normal school is, however, far from satisfactory; the ill-feeling that exists amongst some of the teachers and students having given rise to scandals calculated to throw much discredit on the school. In the Hindu department Pandits are still employed to teach—a system that should be discontinued as soon as arrangements can be made for the appointment of female teachers.

Female normal school at Amritsar

159. The progress of the normal school at Amritsar has been very satisfactory. Mrs. Rodgers has managed the school with ability, and has succeeded also in greatly improving her knowledge of the Vernacular. She is now, I believe, prepared to undergo the

Departmental examination She was examined some months ago in Urdu by the Inspector of Schools, and showed considerable proficiency in her knowledge of the language Her duties are somewhat extensive, as she is entrusted with the superintendence of the 41 primary schools, which she visits once a quarter

Committee of Native gentlemen at Amritsar for the management of female schools

160 It is highly creditable to the Committee of Native gentlemen that they have so frankly welcomed the new order of things Under the old system they did all that gentlemen in their position could do for the advancement of female education, and the progress achieved was as good as the conditions of the case would allow There is still as much scope for their valuable exertions as before, and their efforts will no doubt be rewarded with much greater results, now that arrangements have been effected for professional supervision and the supply of trained teachers

Female normal schools at Siyalkot Jalandhar & Kangra

161 The female normal school established in the early part of the year at Siyalkot promises well and a similar institution has been more recently opened at Jalandhar The normal school at Kangra seems to need reform, and the appointment of a more competent teacher

Christian Vernacular Education Society's normal school at Amritsar

162 The Christian Vernacular Education Society's normal school continues to flourish under the able management of Mr Rodgers I have already expressed my obligations to this gentleman for his offer to visit the Government normal schools I am also indebted to him for the readiness with which he undertook to set and look over the Geographical papers for the middle school examination This is a very laborious task, since the number of candidates is large and it is one for which no remuneration is given It is much to be wished that Mr Rodgers's talents could be made available for the charge of a larger normal school than that which he now manages with so much ability

SECTION VII.

SCHOLARSHIPS

Scholarships awarded to college students by Govt for 1870

163 The following table shows the Government scholarships that have been awarded to students of the Delhi and Lahore Colleges

No	Names of scholars	College or school at which gained	College at which held	Class.	Monthly value of scholarship
	Senior scholarships				
1	Lachhman Das	Delhi college	Delhi college	3rd year	32
2	Madan Gopal	Ditto	Ditto	Do	30
3	Jwala Parshad	Ditto	Ditto	Do	26
4	Behari Lal	Lahore college	Lahore college	Do	28
	Junior scholarships				
1	Nand Kishor	Delhi zil school	Delhi college	1st year	13
2	Sham Nath	Ditto	Ditto	Do	12
3	Narsingh Das	Rewari zil school	Ditto	Do	12
4	Panna Lal	Delhi zil school	Ditto	Do	11
a 5	Ganeshi Lal	Ditto	Ditto	Do	11
6	Ghulam Muhammad	Amritsar zil school	Lahore college	Do	15
7	Kishn Singh	R Pindi Mission	Ditto	Do	12
8	Daya Ram	D G Khan zil „	Ditto	Do	11
b 9	Bhawani Das	Lahore Mission „	Ditto	Do	11

a This scholarship was gained by Sajad Mirza, who having obtained employment left the college
b This scholarship was gained by Subhan Ali who having obtained employment left the college

Scholarships given from the funds of the Panjab University college, and the donation of Dalip Singh

164. Besides the above, scholarships of the value of Rs. 317 and Rs. 206 per mensem have been given by the Panjab University college to students of the Lahore and Dehli colleges respectively, and scholarships aggregating Rs. 39 per mensem have been awarded from the annual donation of His Highness Maharajah Dalīp Singh to students of the Amritsar school who have joined the college at Lahore.

Rs. 630 per mensem expended on scholarships in zil' schools

165. Twenty-two appointments of Rs. 15 per mensem each on the zil' school establishment have been abolished, and the saving of Rs. 330 per mensem has been expended on exhibitions to students who have joined the upper schools at Dehli, Lahore, and Amritsar, after passing the middle school examination. A further allowance of Rs. 300 per mensem has been made from the assignment in lieu of fees for scholarships to boys attending zil' schools.

SECTION VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

Appointments obtained by students of colleges, Anglo-Vernacular & Vernacular schools.

166. In the appendix will be found statements showing—(1) the position and salary of students who left college during 1869-70, having matriculated in former years; (2) the same particulars regarding students who matriculated in 1869; (3) the number of students of zil' schools who have obtained employment during the year in the Educational, Civil, and other Departments, and their average salaries; and (4) the same particulars regarding students of Vernacular schools.

Appointments obtained by college students.

167. During the year 16 regular matriculated students left the Lahore Government and Mission colleges. The occupation of two is unknown, the others have obtained appointments of the average value of Rs. 57 per mensem. Three students left the Dehli college, and of these, two, after passing the B. A. examination of the Calcutta University, entered the senior department of the Rurki college on scholarships of Rs. 50 per mensem each. The third obtained employment as a teacher on Rs. 70 per mensem.

Employment of students who matriculated at the close of 1869.

168. Of the 44 students who matriculated in November last, 28 were attending college at the close of the year, 7 had obtained appointments of the average value of about Rs. 22 per mensem, 1 had entered the Lahore Medical school, 2 were prosecuting their studies at Bishop Cotton's school with the view of entering the Rurki college, 1 was studying Law at Benares, 1 had gone to England, 1 was working as an apprentice in an office, and 3 were unemployed.

Appointments obtained by students of zil' schools.

169. Of students of zil' schools who have not passed the entrance examination, 93 have obtained employment; 17 in the Educational Department, 14 in the Civil Department, and 62 in other capacities. Their salaries average Rs. 18-5-6.

Appointments obtained by students of Vernacular schools.

170. From Vernacular schools 348 students obtained employment; 71 in the Educational Department, 176 in the Civil Department, and 101 in other capacities. Their salaries average Rs. 8-5-0 per mensem. This shows an improvement since the previous year, when only 101 students obtained employment in the Civil Department. In 1867-68, however, the Civil Department gave employment to 290 students. As I remarked last year, the students of Vernacular schools will not obtain the advantages to which their education should justly entitle them, until a knowledge of Mathematics, History, and Geography counts for something in the selection of candidates for employment under Government,—*vide* para. 190 of the Report for 1868-69.

SECTION IX.

THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

Diminution in the number of students learning English

171. There is a diminution of nearly 2,000 in the number of students learning English at the close of the year, as will be seen from the annexed statement. This is partly due to the closing of the English department of several town and village schools, but mainly to the more strict observance of the rule that a boy must pass through the lower department of a zil' school before he is permitted to commence the study of English, and the extension of the same principle to town and village schools where English is taught.

Students of English at	At the close of				
	1865-66.	1866-67.	1867-68.	1868-69.	1869-70.
Government Colleges	36	31	35	61	89
„ Schools Higher class	6,022	6,070	885	922	171
„ „ Middle class			2,036	2,221	1,038
„ „ Lower class			1,530	542	448
„ Female Schools	188	110	49	153	35
„ Normal Schools	79	108	136	39	160
„ Jail Schools	1	...	38	29	45
Aided Colleges	15	10	9	17	...
„ Schools Higher class	4,277	3,236	1,209	1,751	1,722
„ „ Middle class	2,454	3,022	4,124	2,090	1,907
„ „ Lower class	...	...	1,802	2,167	1,876
„ Female Schools	109	147	185	190	179
„ Normal Schools	...	6	4	43	...
Indigenous Schools	...	...	.	303	...
Total	13,181	12,740	12,042	10,528	8,570

* Includes only the first three classes of zil' schools of the upper class, *vide* para. 70.

The desire to learn English is strong

172. The desire to learn English is certainly quite as strong as it ever has been, and the rule above referred to, by which a student is required to pass through the lower school, and acquire a fair knowledge of reading, writing, and Arithmetic, before he commences the study of English, is still highly unpopular in many localities, and especially so in Lahore. In Dehli, on the other hand, the advantages of the present system, which need not be here recapitulated, as they have been fully explained in previous reports, are, I believe, fully appreciated.

Elementary English departments in connection with town and village schools, closed

173. I have on former occasions stated my belief that the maintenance, on the grant-in-aid system, of Elementary English departments, in connexion with town and village schools, was in many cases of questionable advantage, as the funds available did not suffice for the provision of a really sound English education. Inspectors generally have taken the same view of this matter, and the result has been that the English department in such schools has in many cases been closed. Had natives been encouraged to subscribe for the maintenance of English departments in connexion with town schools, the number of students learning English would no doubt have increased. In the course of a few years the cost of English education must inevitably be very much reduced, and it will then be expedient to afford every facility for the appointment of English teachers wherever the people desire to study that language and are willing to subscribe towards the maintenance of an English school.

Instruction in general knowledge through the medium of the Vernacular

174. I am strongly in favor of imparting instruction in general knowledge through the medium of the Vernacular up to a certain point. The principal reason for which such a system has long appeared to me to be desirable may be thus briefly stated. In the first place, it is advantageous to the student himself, who in a given time will make far more progress in Mathematics, History, and Geography, if he study these subjects through the medium of Urdu, than would be possible if he were required to learn them from English books, which he cannot thoroughly understand, and, as a necessary consequence, he will be able to spare more time for the study of English as a language. In the second place, if education is imparted entirely through the medium of English, the student is incapable of writing a good translation, or of clothing the knowledge he has acquired in a Hindustani dress. In accordance with these views, I have required the students of zil' schools to learn more than formerly through the medium of Urdu and less through the medium of English. It would, however, be a great mistake to suppose that this is a popular measure. There is not the slightest doubt that if the matter were left to the vote of students and their parents, there would be an overwhelming majority in favour of English as the medium of instruction from the very earliest stages.

Changes in the system of the examinations held by the Calcutta University

175. The truth appears to be that there is scarcely anywhere a genuine desire for the study of the Vernacular, or of European science through the medium of the Vernacular. There are signs, however, that, with due encouragement, a demand

for this kind of education will spring up, and such studies are certainly much less unpopular now than was the case few years since. The study of Persian is highly popular, Arabic and Sanskrit are learnt with a religious object, and for the most part in a most unintelligent manner, but English is the most popular study of all, as it leads more than anything else to advancement in life. The subjects considered in all civilized countries to form an essential part of a liberal education are learnt with English, because the study of these subjects is compulsory in every English school. For this we are indebted to the Calcutta University, which is now engaged in modifying such portions of its system as did not appear to meet the requirements of Upper India. The curriculum will be admirably suited to the zil' schools of this Province, when the modifications proposed by Sir William Muir, and by Mr. Bayley, the Vice-Chancellor, are carried into effect.

No encouragement required for the study of English to a certain extent

176. Up to a certain point the study of English requires no artificial stimulus, as all appreciate the practical advantages which it bestows, and it may be confidently hoped that in a few years it will be unnecessary to give scholarships to more than a small proportion of college students. At present, however, our colleges could not be kept up unless scholarships were bestowed on nearly all the students. If scholarships were withdrawn the effect would be to lower the standard of English education, and to oblige the employers of natives who are required to possess a knowledge of that language to be content with lower attainments.

Payment by the people of the cost of English education

177. As I have said, however, up to a certain point English education needs no artificial stimulus, the people are at present too poor to pay for it adequately, but they will at least pay more than for education of any other kind, and as it becomes gradually cheaper, whilst the demand for it continues to increase, they will contribute in a short time a very much larger proportion of its cost.

Encouragement required for Vernacular education

178. That which now stands in special need of encouragement is Vernacular education. In spite of considerable disadvantages, it has made much progress of late years, but the great drawback against which it has to contend is that *it possesses no market value.* It is commonly believed that a knowledge of History, Geography, and Mathematics is not calculated to enable a man to make his way in life, and such studies are consequently put down as almost useless. If an acquaintance with these subjects were required as a necessary condition of obtaining employment they would be generally considered to form an essential portion of a native's education, and would greatly rise in popular estimation, even amongst those classes who do not seek for Government appointments.

Encouragement given by the Panjab University college to the study of Arabic, Sanskrit, and Persian

179. I anticipated that the Panjab University college would do much to stimulate Vernacular education, and I still hope that this may be the case. It is, however, a fact that the action of the Senate up to the present time is by no means calculated to encourage the study of any subject with the exception of Arabic,

Sanskrit, and Persian, amongst Vernacular students of a school-going age. I have reason to believe that my views on this subject are shared by nearly all the principal Officers of the Educational Department in this Province.

SECTION X.

BOOK DEPARTMENT.

Value of stock purchased during the year

180. During the year 1,23,759 books, valued at Rs. 65,596, were brought on stock. Of these 33,283 were English books valued at Rs. 30,937, and 90,476 Vernacular books valued at Rs. 34,659. Rs. 39,969-13-9 were charged in contingent bills on account of these books during the year. Discount allowed by book-sellers amounted to Rs. 4,820-5-1, and represents the excess of the value of the books above their actual cost. The balance, amounting to Rs. 21,106-8-0, is now in course of adjustment.

Value of books supplied to schools.

181. Books supplied to Deputy Commissioners and Head masters of zil' and normal schools numbered 1,18,910, and their cost was Rs. 42,197.

Amount credited into the Treasury.

182. Rs. 40,710 were paid into the Lahore Treasury on account of the sale proceeds of books supplied during the last and previous years.

Books sold during the year.

183. The *bonâ fide* sales during the year comprised 92,614 books valued at Rs. 28,434, an excess of Rs. 4,884 over the value of books sold during the preceding year.

Books distributed in prizes,

184. Books and maps to the value of Rs. 1,607 have been distributed gratis by Deputy Commissioners for use in Vernacular schools, and 29,388 books valued at Rs. 7,400 were given away in prizes, 1,133 books worth Rs. 175 were sent to jails for the use of prisoners, and 780 books valued at Rs. 1,798 have been supplied to the libraries of colleges and zil' schools.

Great improvement made by Sa'adat 'Ali Khan in the lithography of books

185. During the year 82,557 Vernacular books of the value of Rs. 22,776 were lithographed. Books are now printed with great care and neatness, stops are given after the system adopted by Forbes and others, and the diacritical marks are supplied in all elementary works. The style of lithography continues to improve, and credit is due to Munshi Sa'adat 'Âli Khan, the Superintendent of the Press. Many of the books formerly in use were supplied by native presses, and were so badly printed as to be almost illegible. This of course interfered very seriously with the progress of the boys.

New books brought out by the Department.

186. The following new books have been brought out by the Department :--

Sanskrit.

1. Sanskrit Primer.
2. Second Sanskrit Reader.
3. Vayakarn Manjari—translation of Dr. Ballantyne's introduction to Sanskrit Grammar.

Persian.

1. Fārsī kī Pahlī Kitāb.
2. Fārsī kī Dūsrī Kitāb.

Urdu

1. Zubdat-ul-Hisāb. Parts I and II, revised by Mr. Pearson.

Arabic.

1. Sullam-ul-Adab (Arabic Entrance Course of the Calcutta University) with translation and notes in Urdu.

The first and second Persian books are neatly printed in large characters, and correspond with the 1st and 2nd Urdu books which were published last year. The figures used in the present edition of the Zubdat-ul-Hisāb are English. The advantage of teaching Vernacular students the use of the English figures has long been recognized. Printed tablets of English figures were supplied with this view to Vernacular schools as early as 1862, and again in 1867, and in examinations students are required to make use of English figures in working their sums.

Books in course of preparation.

187. The following books are in course of preparation or actually in the Press, and most of them should be published by the end of the current year :—

1. Third Urdu Book.
2. First Hindi Book.
3. Physical Geography.
4. Urdu translation of the Student's Hume.
5. Do. do. Taylor's Manual of Ancient History (just commenced).
6. Urdu translation of Collier's History of the British Empire (in the Press).
7. First Arts Arabic Course of the Calcutta University, with Urdu translation and notes (in the Press).
8. B. A. Arabic Course of the Calcutta University, with translation and notes (in the Press).
9. Urdu Grammar prepared under the direction of Mr. Alexander (in the Press).
10. Urdu translation of Potts' Euclid, by Mr. Cooke (in the Press).
11. Translation of elementary book of exercises for translation into Sanskrit by Monier Williams.
12. Annotated edition of the Dīwan-i-Hāfiz.
13. Translation into Urdu of Longman's Readers (the series used in zil' schools).
14. Translation of Fowler's Logic.
15. Translation of an elementary work on Physical Geography.

Rewards given for books.

188. Rewards aggregating Rs. 3,640 were offered during 1868-69 for the best Urdu and Persian Grammars, stories from Indian History, and translations of Potts' Euclid, that might be submitted. Six candidates sent Urdu Grammars, 13 Persian Grammars, and 3 translations of Potts' Euclid. No stories from Indian History were sent in. The books received were carefully examined, several Officers being required to report on each book. None of them were considered worthy of the highest prizes offered, but rewards aggregating Rs. 1,750 have been bestowed.

189. The offer of rewards for original composition and translation is likely to prove of great benefit a few years hence, when a fair number of students shall have received an education that will fit them for work of this description At present, however, the combination of ability to write the Vernacular with elegance and a fair knowledge of any branch of modern learning is so rare that the offer of rewards is not likely to give rise to any literary production of real merit. For some time to come the best method for securing the preparation of useful Vernacular books will be to follow the system at present in force of entrusting their preparation to persons specially selected for the purpose, associating together when necessary an English and an Oriental scholar.

Present arrangement for preparation of books

190. In accordance with the orders of the Supreme Government, the Sarkārī Akhbār has been converted into an Educational Journal styled the Atālīq-i-Panjab. It is edited by Lala Piyare Lal, the Head Translator in the Book Department, who has published in its pages, amongst other contributions, a translation of a chapter entitled "The Planets, are they inhabited worlds?" from Dr. Lardner's Museum. He has also completed Collier's History of the British Empire, compiled the "Third Urdu Book," and performed other work of a miscellaneous character. He and his assistants are now engaged in the completion of the Student's Hume,* and the translation of a work on Physical Geography, and of Taylor's Manual of Ancient History.

The Atālīq i-Panjab edited by Lala Piyare Lal, who is also engaged in translating other books from English into Urdu.

191. The Supreme Government has expressed a wish that the Book Department, including the whole of the Curator's establishment, shall be made self-supporting. Measures have been introduced, since the close of the year, with the view of carrying out this object, regarding the expediency of which I fully concur. I have no doubt that a considerable saving will be effected during the current year, but I look on the appointment of a European Curator, for which application has been made to the Supreme Government, as absolutely essential to the complete success of the new system.

Book Department to be made self-supporting

CONCLUDING OBSERVATIONS.

192. The annual reports for 1869-70 on the three Military Institutions connected with this Department, for which provision is made in the Military Budget, will be printed as usual; that on the Lawrence Military Asylum at Sanawar in a separate pamphlet, and those on the Bengal Military Normal School at Kassauli for Army school mistresses, and the Roman Catholic Institution for girls at Simla, in the appendix to this report. The reports on the two former have been already submitted, and the other will shortly follow.

Reports on the three Military Institutions

193. I have the pleasure to bring to the notice of Government the names of the following Officers who specially exerted themselves in the cause of education. Some Officers are, of course,

Notice of Officers.

* The completion of Student's Hume was suspended whilst Collier's History of the British Empire, a work lately adopted by the Calcutta University for the Entrance Examination, was undergoing translation

able to devote more attention to Educational matters than others find possible amidst the multitudinous calls on their time from all quarters. I desire, however, to express my sense of the courtesy and support that I have invariably met with.

J. H. OLIVER, ESQUIRE,.....Deputy Commissioner, Gurgaon.
LIEUT.-COL. PARSONS, do. do., Karnal.
LIEUT.-COL. J. B. SMYLY, do. do., Goojrat.
MAJOR H. B. URMSTON, do. do., Rawal Pindi.
CAPTAIN J W. H. JOHNSTONE, do. do., Shahpur.
G. E. WAKEFIELD, ESQUIRE, do. do., Jhang.
M. MACAULIFFE, ESQUIRE, Assistant Commissioner, Multan.
J. G. ALLSOP, ESQUIRE, District Superintendent of Police, Jhang.
COLONEL COXE, Officiating Commissioner and Superintendent, Jalandhar.
CAPTAIN A. HARCOURT, Assistant Commissioner, Kangra.
L. SAUNDERS, ESQUIRE, Deputy Commissioner, Jalandhar.
MAJOR F. M. BIRCH, Deputy Commissioner, Amritsar.
LIEUT.-COL. H. P. BABBAGE, Deputy Commissioner, Gujranwalá.
MAJOR W. G. DAVIES, Officiating Commissioner, Lahore.
G. KNOX, ESQUIRE, Deputy Commissioner, Ferozepur.

194. I also desire to record my thanks to Mr. Jardine, who has again gratuitously undertaken the examination of College classes in Metaphysics.

Mr Jardine examined the College classes in Metaphysics.

195. I annex a list of Native gentlemen, official and non-official, who are specially recommended to notice for their services to education during the year under review.

Native gentlemen who exerted themselves in the cause of education.

No.	NAME.	Rank or designation.	District.	Tahsil or Village.
	AMBALA CIRCLE.			
1	Hardeo Sahai	Tahsildar	Karnal	Kythal.
2	Din Diyal	Naib Tahsildar	ditto	Panipat.
3	Nawab Shamsher 'Ali Khan	Member of Municipal Committee	ditto	Karnal.
4	Joti Parshad	Ditto	ditto	ditto.
5	Golab Singh	Ditto	ditto	ditto.
6	Jaidiyal Singh	Tahsildar	Hissar	Hissar.
7	Babu Peyari Muhan	Head Clerk, Deputy Commissioner's office	Sirsa	Sirsa.
8	Sanjhi Mal, B A.	Tahsildar	Gurgaon	Nuh.
9	Barkat 'Ali	Ditto	Ambala	Jagadhri.
10	Radha Kishn	Sub-Assistant Surgeon	ditto	Rupar.
11	Metab Singh	Ditto ditto	Hissar	Bhewani.
12		Tahsildar	Gurgaon	Rewari.
	LAHORE CIRCLE.			
13	Wariam Singh	Zamindar	Amritsar	Amritsar.
14	Panjab Singh	'Ala Lambardar	ditto	ditto.
15	Kana	Zaildar	ditto	ditto.
16	Noda Singh		ditto	ditto.
17	Ganda Singh	Lambardar	ditto	ditto.
18	Bela Singh	'Ala do.	ditto	ditto.
19	Panjab Singh	Do. do.	ditto	ditto.
20	Bukhshadar Beg	Do. do.	ditto	ditto.
21	Mangal Singh	Zaildar	ditto	ditto.
22	Ala Singh	Ditto	ditto	ditto.
23	Sardar Diyal Singh	Honorary Magistrate	ditto	ditto.
24	Baja Khan	Zaildar	ditto	Tarn Taran.
25	Zaman Khan	Ditto	ditto	ditto.
26	Bhagwan Singh	Ditto	ditto	ditto.
27	Bawa Sampuran Singh	Rais	ditto	ditto.
28	Bawa Panjab Singh	Ditto	ditto	ditto.
29	Bawa Danya Singh	Ditto	ditto	ditto.
30	Yusaf Khan	Lambardar	ditto	ditto.
31	Gulam Muhammad	Zaildar	ditto	ditto.
32	Wir Singh	'Ala Lambardar	ditto	ditto.
33	Budh Singh	Zamindar	ditto	ditto.

No	Name	Rank or designation	District	Tahsil or Village
34	Sardar Lachhman Singh	Jagirdar	Amritsar	Ajnala.
35	Wariam Singh	Zaildar	ditto	ditto
36	Amir Khan	Ditto	ditto	ditto
37	Rai Ganda Singh		ditto	ditto
38	Mast Ram	Rais	ditto	ditto
39	Mahant Brahm Parkar		ditto	ditto
40	Nihal Singh	Zaildar	ditto	ditto
41	Wariam Singh	Lambardar	ditto	ditto
42	Sahib Zada	Chaudri	ditto	ditto
43	Pir Bakhsh	Lambardar	Gurdaspur	Batala.
44	Nur Muhammad	Zaildar	ditto	Kalanaur
45	Hira Nand	Hakim	ditto	Gurdaspur
46	Kakku Mal	Talakdar	ditto	ditto
47	Mirza Ahmad Beg	Rais	ditto	ditto
48	Shama Khan	Ala Lambardar	ditto	Shakargarh
49	Gulab Din	Zaildar	ditto	ditto
50	Makhan Singh	Patildar	Ferozepur	Moga
51	Harbhaj	Sahukar	ditto	ditto
52	Kharak Singh	Lambardar	ditto	ditto
53	Mul Singh	Ditto	ditto	ditto
54	Sawan Singh	Ditto	ditto	ditto
55	Kalu	Ditto	ditto	ditto
56	Jhanda Singh	Ditto	ditto	ditto
57	Bulla	Ditto	ditto	Ditto
58	Harta Mal	Chaudri	ditto	Zira
59	Sande Khan	Lambardar	ditto	do
60	Dayal Singh	Lambardar	ditto	do
61	Bagdu Mal		ditto	do
62	Akbar ud Din		ditto	do
63	Sangat Singh		ditto	do
64	Ganesha Mal		ditto	do
65	Gopal Mal		ditto	do
66	Kanhya Mal		ditto	do
67	Gonda Mal		ditto	do
68	Haruam		ditto	do
69	Hafiz Ilahi Bakhsh	Naib Tahsildar	ditto	Ferozepur
70	Kanhya	Chaudri	ditto	Zira.
71	Muhammad Iqram	Tahsildar	Gurdaspur	Gurdaspur
72	Husam ud Din	Ditto	Hushyarpur	Garhshankar
73	Hidayat Ali	Ditto	Amritsar	Ajnala
	Multan Circle			
74	Rahim Shah	Tahsildar	Multan	Lodhran
75	Altaf Husain	Ditto	ditto	Sarai Sidhu
76	Imam Bakhsh	Chief	D G Khan	Rojhan
77	Jamal Khan	Ditto	ditto	Choti
78	Miran Khan	Rais	ditto	Asni
79	Gulam Hydar Khan	Tumandar	ditto	Lalghar

Office subordinates

196. Babu Ramjas, Head Clerk of my office, and Lala Mul Chand, the 2nd Clerk, have conducted their duties with zeal and efficiency Babu Chandra Nath Mittra, the Curator, was forced to take sick leave during the early part of the year, but has worked with diligence since his return to duty Munshi Aziz ud-Din, my Sirishtadar, has performed his work in a satisfactory manner

W R. M HOLROYD, Captain,

Director of Public Instruction, Punjab

APPENDIX.

REPORTS OF PRINCIPALS OF COLLEGES AND INSPECTORS OF SCHOOLS.

LAHORE COLLEGE.

PRINCIPAL—DR. G. W. LEITNER, M. A., PH. D.

I forward herewith my report for 1869-70.

I.—PROGRESS IN NUMBERS SINCE 1ST APRIL 1867

The number of students has risen in three years from 9 to 62

31st March 1868			31st March 1869			31st March 1870		
Undergraduates thus—		9	Undergraduates thus—		38	Undergraduates thus—		55
Regular	8		Regular	27		Regular	45	
Casual	1		Casual	11		Casual	10	
			Non matriculated		2	Non matriculated*		7
			Mere Law students		5			
Total . ..		9	Total		45	Total		62

* Of these three read for five hours daily

The admissions during 1869-70 have been 67 against 57 of the preceding year.

There are 36 applicants for tuition in Law, of whom 10 are not students of the Lahore College. In the total of the year 1868-69, the Law students are included In estimating the progress of the year under review this has to be remembered Were there provision this year, as there was last, for instruction in Law, 10 men would have to be added to the number recorded as being in attendance on 31st March 1870, and the totals of the two years would stand as follows :—

31st March 1869	45	31st March 1870	72

During my absence (from 1st July 1869 to 15th February 1870) the numbers fell to 19, for whom there were four Government and two Dhalīp Singh scholarships; the rest were retained by stipends out of the Hayat-Leitner fund The abolition of the Mission College and the matriculated men of December 1869 increased the numbers in January 1870 to 43, a few weeks before my arrival at Lahore, which was immediately followed by an increase to 60

II.—AVERAGE ATTENDANCE SINCE 1ST APRIL 1867.

The average monthly attendance in three years has risen from 9 3 to 31 1, and the daily attendance from 6 2 to 22 28

Average No. of students on the rolls monthly		Average attendance daily	
1867 68	9 3	1867 68	6 2
1868 69	19 2	1868 69	13 18
1869 70	31 1	1869 70	22 28

III.—FEES SINCE APRIL 1867.

Fees have risen in three years from Rs 120 to Rs. 646 14-3

	Rs.	A	P.
Fees collected during 1867-68 .	120	0	0
Ditto ditto 1868-69...	415	8	0
Ditto ditto 1869-70	646	14	3

Of this last item nearly half was collected during the 2½ working months that I had charge of the college during 1869-70, whilst the rest was collected during the 7½ working months of my temporary successor. No fees are taken during the long vacation.

IV.—SUCCESS AT EXAMINATIONS DURING 1869-70

A. Departmental.—In the July examination the 2nd year college class, which was trained at the Lahore College, according to the report of Mr. Pearson, "did fairly," 3 out of 5 passing in English. In Philosophy and History 4 out of 5 passed. In the 2nd language 1 out of 5 passed gaining highest marks in the Panjab. In Mathematics none passed, owing to want of tuition in that subject. The first year college class, composed entirely of new men from all parts of the Upper Panjab, none of whom I had taught longer than 4 months, and some of whom had only been under me a few days, did badly in that examination, a proof, perhaps, that the Calcutta University ought not to have passed them, but no reflection whatever on the Lahore College.*

A. Departmental—In the July examination the 2nd year class, trained at the Lahore College, did fairly, and the 1st year class, trained elsewhere, badly, but in the December examination the position of the men of that class was according to the length of time they had been at the Lahore College.

In the December examination, which was conducted by my successor, the positions gained by the students were very much according to the length of time they had been under my charge, thus—

1st.	Ganga Ram (joined in January 1869).		
2nd.	Nand Singh	ditto	ditto.
3rd.	Ram Dyal	ditto	ditto.
4th.	Dogar Mal	ditto	ditto.
	Daulat Ram	ditto	March 1869.
6th	Hukm Chand	ditto	August „
7th.	Bhagvati Charn	ditto	February „
8th.	Tola Ram	ditto	March „
9th.	Fatteh Chand	ditto	„ „

In the July examination, Dina Nath, the college librarian, and the only 4th year student, did very badly, as I had expected. The only 3rd year student did not present himself at the examination for reasons which it is not necessary to refer in this place.

B. University.—Five men (of whom 4 had been trained at the Lahore College and 1 had joined from Gujrat 3½ months before the University examination) went up last December for the First Arts examination of the Calcutta University. Three, all Lahore College men, passed; 2 in the second and 1 in the third division.

B. University.—Three men, trained at the college, passed in the last "First Arts examination," and 4 out of 7 candidates succeeded at the last "Entrance examination" of the Calcutta University

The 4th year man was not allowed to try for his degree.

Seven candidates were sent up by the Lahore zil' school for matriculation, of whom 4 succeeded, 3 being placed in the second and 1 in the third division. Two candidates were injudiciously excluded from competition at this examination. One of them, Bhawani Das, went for

* Making every allowance for the late dates on which some students joined (3 entered the college in March, 2 the first week of February, and 5 in January), there is no doubt that the class was not so well prepared as it ought to have been in the English subjects. Mr Pearson, who conducted the examination, fully concurs with me in these remarks

The vacation having been postponed, the college students have this year had the benefit of two months' additional study during May and June Allowing for this advantage, however, the results of the last July examination show a great improvement in English since the previous year.—W R. M. H., *D. P. I.*

a month to the Mission school and passed, *first* among all the Lahore candidates, in the second division The other, Amolak Ram, I have under me at the college, and consider a better man than Bhawani Das. The number of Lahore men in the upper zil' school has, partly perhaps in consequence of these events, decreased from 34 to 7* Altogether the success achieved at the F A. and Matriculation examinations is very satisfactory

V.—GOVERNMENT SCHOLARSHIPS GAINED BY LAHORE STUDENTS.

Ten Government scholarships gained by Lahore students in 1870 against four in 1868 69

1868-69	J. . .	4	1870		10

VI—APPOINTMENTS GAINED BY LAHORE STUDENTS DURING THE YEAR 1869-70†

The average value of appointments gained by Lahore students during the year 1869 70, is Rs 81 8 per mensem, whilst the more distinguished students who have already been employed some time in the public service hold appointments of the average value of Rs. 200 per mensem.

Pandit Ganga Ram, Sub-Assistant Inspector, Postal Department, Rs 90 per mensem (inclusive of travelling allowance)
Lala Basant Ram, Officiating Assistant Master, Gujrat school, Rs 45 per mensem.
Lala Jai Kishn, F. A., Accountant 4th grade, D. P. W., Rs. 80 per mensem.
Pandit Piyara Lal, F. A., Sirishtadar, Dera Ismail Khan, Rs. 150 per mensem.
Muhammad Afzal Khan, Tahsildar, Attak, Rs. 150 per mensem.
Tola Ram, Assistant Master, Dera Gazi Khan, Rs. 80 per mensem.
Fatteh Chand, Currency office, Rs 25 per mensem.
Mul Raj, Assistant Master, Multan school, Rs 45 per mensem.
Mr. Birch, Clerk in Irrigation Department, Rs. 120 per mensem.
Hit Lal, office of Controller, Public Works, Rs 50 per mensem.

This gives the high average of Rs 81-8 per mensem. With regard to the more distinguished students, who have already been employed some time in the public service, the average value of their appointments may be put down at Rs. 200 per mensem.

VII.—PROSPECTS OF THE LAHORE COLLEGE.

Are very good, especially if my suggestions under the same heading in last year's report are carried out. An additional Professor and a Law Lecturer, I venture to think, are absolutely required.

Prospects of college good, especially if suggestions contained in last report are carried out, and an additional Professor and a Law Lecturer appointed Reasons for postponing long vacation till after July examination.

With regard to the forthcoming examinations it is to be hoped that the students will acquit themselves creditably, but the portion of the English courses gone through in my absence has been so inconsiderable as to necessitate the men being kept to their work up to the July examination, and to give the long vacation after that month, a proceeding which, also for other reasons, seems desirable in the interests of the institution.

VIII.—CHANGES IN AND SERVICES OF THE COLLEGE STAFF.

I was in active charge of the college in April 1869, and from 16th February to 31st March 1870. May and June 1869 were holidays. Mr Ellis of the Dehli College was in charge

Copies of letter dated 13th July 1870, from Professor Lindsay, and No. 88 dated 8th July 1870, from Mr Kirkpatrick, who, with the assistance of the Officiating Principal, conducted the preliminary examination, are annexed. From these it will be seen that Mr Kirkpatrick would not have been justified in sending up the names of either of these candidates.

The Principal's remark regarding the decrease of Lahore boys in the upper school is evidently founded on some misapprehension, —*vide* paras 85 and 86 of my report - W R M H, *D P I*

† Pandit Piyara Lal was a teacher in the school and a casual student Afzal Khan left in April 1870, after the close of the year He is a Naib Tahsildar not a Tahsildar as was at first understood Tola Ram's salary is Rs 45 Mul Raj's salary is Rs. 40. Mr Birch was a teacher in the school and a casual student.—W. R M. H, *D. P. I.*

from 1st July 1869 to 15th February 1870 During that time numbers and fees fell off and the college was principally kept up out of the Hayat-Leitner fund The college has gained much in the substitution of Professor Lindsay, Professor of Mathematics, for Professor Crank The latter has now retired on a pension From 1st July to the middle of August 1869 Mr Rebsch to whom the college is so much indebted, officiated for Mr Crank Mr Armstrong of the Panjab Railway officiated during that time for Mr Rebsch Lately the increase in our numbers has compelled us to apply for assistance in Mathematics and History, which Lala Sagar Chand, B A, of the Agra College, is now giving Arabic has been zealously taught by Maulavi Muhammad Husain Officiating Assistant Professor of that language, who, I trust, will be permanently attached to the college Pandit Bhagwan Das is devoting much time to the tuition of Sanskrit in the college and upper zil' school

IX—MISCELLANEOUS

Thanks to the efforts of Mr Kirkpatrick, Head Master of the Lahore zil' school, the Lahore College cricket club has, after a series of matches with other schools, succeeded in getting the prize-belt

The College cricket club got the prize belt The debating society continues flourishing

The Lahore College literary and debating society has under the presidency of Mr Rebsch, completed another year of its existence since its creation in 1864

X—ZIL' SCHOOL AND BRANCHES

In consequence of my appointment to the Registrarship of the Panjab University College, and in order to facilitate the management of that school, now that so many students from schools under the Inspector Lahore Circle, have joined, the institution in question has been made over to that officer Mr Kirkpatrick, the Head Master who succeeded Mr Beddy, transferred to Dehli, on 1st July 1869, will make his report direct to Mr Alexander, Inspector of Schools Lahore Circle

Zil school transferred to Inspector of Lahore Circle Abolition of branch schools

During my absence the Shah Almi middle school and the lower schools in different parts of the city were abolished in consequence of the non-payment of the Municipal grant

G W LEITNER,

Principal Government College, Lahore

Copy of No 88, *dated 8th July* 1870, *from the Head Master Zil' School, Lahore, to the Inspector of Schools, Lahore Circle*

In reply to your docket No. 294, dated 26th June 1870, I have the honor to submit the following explanation of the circumstances under which Amolak Ram and Bhawani Das were excluded from the last Entrance examination

In October last I held a test examination in order to decide on the students to be sent up for matriculation In this I was kindly assisted by Messrs. Ellis and Lindsay, Mr Rebsch, who was also to have taken part in it, was unfortunately prevented by illness from doing so.

Amolak Ram obtained only 6 marks in Arithmetic and Algebra and 11 in Euclid, making a total of 17, and the minimum number required for a pass is 33 Bhawani Das in History and Geography obtained only 5 marks, whereas to pass 25 are required. Under these circumstances I thought myself justified in excluding both, and I should pursue exactly the same course under similar circumstances again

Amolak Ram seems to have been considered a good mathematician, but since my joining this school I repeatedly warned him that his carelessness would cause him to break down, and the result of the examination satisfies me my conclusion was a just one

The Mathematics of the first class I took myself, and if I thought his failure was accidental I might perhaps have sent him

With regard to Bhawani Dass, I thought, as I should do again, that so miserable a failure could only result from gross ignorance It is true that he has passed but I fail to see how fault has been found with my judgment in rejecting him It is on record that a boy from the 4th class once

passed the Entrance examination, and those who condemn me in this matter ought also to justify the sending up of 4th class boys. There is no doubt Bhawani Das passed by sheer dint of cram, and if cramming at the last moment be justified, there is an end to all test examinations.

I did not understand the University certificate to mean that I thought there was a good chance of a man's passing if he crammed just before the examination, though it appears that is the interpretation put on it by the Head Master of the Mission school, for he sent in Bhawani Das's name the very day I refused to do so, and must have been ignorant of his attainments.

I do not know what motives have been ascribed to me for rejecting the two students in question It seems to me that if I rejected them when I knew they would pass I must have been blind to my own interest, which clearly was to pass as many as possible in the first year of my incumbency

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Copy of a letter dated 13th July 1870, *from* W T LINDSAY, ESQ, *Examiner in the test examination to* C W W ALEXANDER, ESQ, B A., *Inspector of Schools, Lahore Circle*

In reply to your letter No 315 of this date I have the honor to inform you that I cannot at this distance of time very distinctly remember the particulars of the preliminary or test examination alluded to by Mr Kirkpatrick, which induced him to exclude Amolak Ram and Bhawani Das from the subsequent Entrance examination of the Calcutta University, but if Mr Kirkpatrick has preserved the marks given and the written opinions expressed at the time by the examiners, these will probably enable you to form a better judgment of his proceedings than any opinion I can offer from an imperfect recollection of the events

I do however distinctly remember complaining to Mr Kirkpatrick of Amolak Ram's impertinent comments on such of the questions as he could not answer, and intimating that while always willing to render every assistance in my power as an examiner, I could not take part in the examination of any students who so far forgot their position, and the respect due to an examiner, as to criticise offensively the questions he thought fit to set.

I think it must be obvious that if a Head Master (with a view to conscientiously subscribing the declaration required by the Calcutta University, that he believes the candidate to have a fair prospect of passing the Entrance Examination) holds a preliminary or test examination and if a student through carelessness or ignorance fails to acquit himself decently in such test examination he alone, and not the Head Master, is to blame for the consequences of such failure The student may be *facile princeps* in the class, but as the examination can only judge of his acquirements by what he writes in his answers, and as the Head Master is pledged if not implicitly to follow, at least to pay proper deference to the opinion of the examiner, the careless or backward student alone suffer for the unfavorable opinion earned by him, and the Head Master should of course be exonerated from all blame for abiding by the results of the test examination, however they may militate against his own or his school's reputation by reducing the number of his candidates Much more full and complete must his acquittal be if his own opinion agrees with that of the examiner This, I believe, was the case with regard to Amolak Ram and Bhawani Das, for I retain a tolerably strong impression of the earnest care and anxiety shown by all the examiners to hit exactly the "passing mark, *i e*, to let all go up who had a pretty sure prospect of passing, and to keep back only those who were sure (so far as man could foresee) to fail Being convinced that all parties then acted for the best, and did their utmost to ensure satisfactory results, I consider that Mr Kirkpatrick acted quite judiciously and conscientiously in what he did with regard to the students referred to

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L. COL.

DEHLI COLLEGE

PRINCIPAL—C. R. COOKE, ESQ., B A.

I have the honor to submit my report of the Dehli College for the year ending 31st March 1870

Comparative number of students

2 The following is a comparative statement of the number of students on the rolls at the end of each of the last four years —

Name of class.	1866-67	1867 68	1868 69	1869 70
Fourth year class	2	1	4	4
Third " "	3	4	2	5
Second " "	8	6	11	12
First " "	6	14	8	13
Total	19	25*	25	34
Average daily attendance	16	18	21	24

The increase of nine, over the previous year's number may be accounted for thus —Fourteen new matriculated students have joined the first year class that is to say, nine from the Dehli collegiate school, two from the Rewari zil' school, two from St Stephen's Mission school, and one from Gujrat zil' school, while five men have left, of whom, as will be detailed below, three are continuing their studies elsewhere, and two have taken appointments

All are regular students

3 I may here remark that all the thirty-four men now on the rolls are reading for the Calcutta University examinations, and that none of them are, so-called, "casual" students I have received applications from *employés* of the Telegraph and other Departments who desired to be prepared for special examinations, it has always been out of my power to accede to their requests, as with four classes reading for their degrees my Professor and myself are obliged to devote the full five hours a day each to lecturing to the undergraduate students I consider that it would be very short-sighted wisdom to fill my college with casual students for the sake of numbers and fees, and at the risk of neglecting its interests as an institution affiliated to the University I conceive that our aim is to impart a liberal education without attempting to provide any special training for the professions which our students may choose to embrace after they have graduated, whatever professional education they may desire can be obtained in colleges and schools established for special purposes That this view of the matter is now beginning to be taken by our students themselves is evident from the fact, that our two graduates of this year after completing their University course, have entered the senior department of the Civil Engineering College at Rurki, where after two years' study they will pass out as Assistant Engineers in the Public Works Department

Average daily attendance has improved

4 The average daily attendance column in the preceding statement requires a word of explanation A daily attendance of 24 out of 34 is much lower comparatively than 21 out of 25 in the previous year The attendance has however, been in reality 8 per cent better than that of last year, for it must be remembered that for the seven working months up to 31st December 1869 the number on the rolls averaged only 24 and that the new men joined in January 1870 after the entrance examination, therefore, since for more than two-thirds of the year the number in daily attendance *could* never exceed 24 it is by no means a bad result that for the whole year the average attendance should reach that number The following table

* In 1867 68 there was also one student who commenced reading for M A but discontinued after a few months

will show how many were on the register and how many were on the average present daily, during each of the ten working months of the year 1869 70 —

	April 1869	July 1869	August 1869	September 1869	October 1869	November 1869	December 1869	January 1870	February 1870	March 1870
Number on the rolls	25	25	24	24	23	23	23	34	34	34
Average daily attendance	23	20	24	21	21	20	22	29	31	30

These figures make the average number on the rolls for the year to be 26 and the daily attendance 92 per cent as compared with 84 per cent for last year

Fees

5 The total amount credited to Government on account of fees collected in this college from 1st April 1869 to 31st March 1870 is Rs. 577, for the preceding year the sum was Rs 483

B A examination

6 The Calcutta University has granted a great boon in allowing the B A examination of candidates of the Upper Provinces to be held at Agra instead of as heretofore compelling them to go at considerable expense and inconvenience to Calcutta

Before proceeding to remark on our own results in the University examinations of this year I will ask your attention for one moment to the appended table —

	Examination.	No. of candidates.	Passed			Total passed.	Percentage passed			Total percentage passed.
			1st division.	2nd division.	3rd division.		1st division.	2nd division.	3rd division	
Bengal	B A.	190	16	43	32	91	8 4	22 6	16 8	47 8
Panjab		3		1	1	2		33 3	33 3	66 6
Dehli College		3		1	1	2		33 3	33 3	66 6
Bengal	First Arts.	501	23	80	117	220	4 5	15 9	23 3	43 7
Panjab		18	2	4	2	8	11 1	22 2	11 1	44 4
Dehli College		8	2	2	1	5	25	25	12 5	62 5

N B —The above figures exclude teachers and private students

All the Panjab candidates for B A were from Dehli

7 Three Panjab candidates went up for the B A examination all this year as last from the Dehli College It is worthy of notice that this is the only one of the three affiliated colleges of the Province that has kept up a succession of graduates since the year when they all started together and the present state of our classes affords a reasonable expectation that a continuous supply will be maintained for some time to come Of our three candidates this year two Nand Kishor and Sheo Nath passed and verified (to the letter at least) the prediction I made in my report of last year There were two others reading in this class Yusaf Ali, who in his third year was best in almost every subject completely broke down from ill health and other causes six months before the examination and was unfit to go in He promises however to read hard this year and it is to be hoped that he will show more creditably next January The fourth man Janki Nath went in and failed he has laboured under considerable disadvantage and had for some months been very unsettled in his work In consequence of his conversion to Christianity he had I believe been subjected to much persecution in his own home and though under ordinary circumstances he would have had a fair chance of passing yet his difficulties so severely affected his power of application that he failed badly He will try again next year Of the two successful men Nand Kishor stands first and has received the Arnold gold medal, which is awarded to the best B A in the Panjab both he

and Sheo Nath have gained scholarships of Rs. 50 a month at the Thomason Civil Engineering College, where I have every reason to believe they will do credit to the training they have here received.

First Arts examination

8. Eight candidates from this college presented themselves for the First examination in Arts, and five passed; two being placed in the first division, two in the second, and one in the third. This result may be looked upon as but little inferior to that of last year, when we passed three out of four, if we take into consideration that *two* of our men now appear in the 1st division, in which the Dehli College alone of all the Government colleges of Upper India has a place. The five passed men are all reading for their B. A. examination, and are likely to do well.

Award of Government scholarships.

9. Four senior Government scholarships were awarded on the results of the F A. examination. The 1st, 2nd, and 4th of these were gained by the Dehli College, and Lachhman Das, who took the highest place, carried off the Cooper silver medal, which is presented to the college yearly by Mr Parry, Manager of the Dehli and London Bank. Of the nine junior scholarships competed for this year, the 2nd, 3rd, 5th, 7th, and 9th are held by students of this college.

Comparison of results in the University examinations

10. With regard to the two University examinations here reported on, it remains now only to notice that for the B A degree the percentage passed of the Dehli College, which must obviously coincide with that of the Panjab, exceeds that of the whole of Bengal by 18 4, and that in the First Arts examination our result is superior to that of the Panjab by 18 1, and of the Presidency by 18 8 per cent.

Departmental examination.

11. At the annual Departmental examination held in July 1869, the results, so far as they concern our men, were on the whole satisfactory. Out of the four students of the fourth year class of the two colleges, Sheo Nath and Janki Nath of Dehli took the 1st and 2nd places respectively. In the third year class there was no competition with other colleges, but our two men did well. In the second year class there were 16 candidates in all, amongst these Dehli men stood 1st, 2nd, 4th, 5th, 6th, 9th, 11th, 12th, 13th, 15th, in order of merit. In the first year class half our men were absent on account of sickness, still, though we sent in only four, we gained the 1st, 2nd, 4th, and 6th places out of a total of 16 men.

Disadvantages under which the students have laboured during the year.

12. Considering the great disadvantages with which the students have had to contend during the greater portion of the year, it is impossible to over-rate the energy with which they have worked to produce results so satisfactory as those I have here reported. Under the circumstances it would have been matter of little surprise if the college had failed to keep up in the University examinations the high average of success to which it had attained in previous years. The appointment of Mr Ellis to officiate as Principal of the Lahore College deprived us of his able services from July 1869 to March 1870. I would here take leave to remark that it is under circumstances such as the present that the want of a second Professor on the staff of a full college like this is most severely felt. The success of this college in past years has shown that the work of four classes *can* by taxing our utmost energies be just carried on by two Europeans, if the several subjects are judiciously distributed over the time, but when one of these European teachers in either college is obliged to take leave, there must be a break down in the work of tuition owing to want of competent persons to officiate. Mr Beddy, late Head Master of the Lahore Zil' School, was appointed to carry on Mr Ellis's duties as Professor; his acquaintance with English Literature and the Classics is far too limited for the efficient teaching of College classes, and his method of imparting instruction is such as shows a want of proper training.

Prospects of the college.

13. The present fourth year class, composed of four men, will sit for the Degree examination in January 1871. I think three will be successful, and certainly one, possibly two, will be placed in the first division. The second year class is a good one, and will do well in the First Arts examination. The greater portion of this class takes up Sanskrit as their second language, hitherto Arabic has always been of necessity chosen, as we had no Sanskrit teacher, but since the establishment of the Anglo-Sanskrit school, so strong a desire for the study has been evinced, that it was necessary to apply for the appointment of a special teacher. Pandit Kashi Nath Kanti was selected, and although his name is borne on the School establishment, he gives instruction to the College classes as well as to the classes of the upper department of the school. He will, however, require an assistant next year.

Strong desire for the study of Sanskrit.

14. To show to what extent the desire for Sanskrit has overcome the study of Arabic, I need only mention that in the college there are 19 Sanskrit students compared with 15 reading Arabic. A little more than a year ago there was not one of the former.

Muhammadans (of whom there are at present only two in the college) will always choose Arabic, while Hindus will *generally* take up Sanskrit I say *generally*, for there are several Hindus in the special Arabic department of the middle school who when they reach the college will, of course, go on with the language they have already commenced. Notwithstanding this, there will always be a very large proportion of college students reading Sanskrit. The probable proportion may be arrived at by noticing that in the 1st and 2nd years, the only classes that have had the chance of choosing between the two languages, the ratio of Sanskrit to Arabic students is 19 to 6. The effect of the Sanskrit movement upon our students has been much more extensive than I and even the promoters themselves anticipated.

Present positions of students who have left the college during the year

15. The following statement gives the names and present employments of students who have left the college since 1st April 1869:—

1. Nand Kishor,	B. A.	1870	...	...	Studying at the Rurki College.
2. Sheo Nath,	„	„	...	...	Ditto.
3. Kesri Singh,	Ent.	1866	...	...	Head master on Rs. 70 per mensem, Cantonment school, Mian Mir.
4. Hukm Chand	„	1868	...	...	Migrated to the Lahore Government College.
5. Sajad Mirza	„	1869	...	...	Teacher in St. Stephen's Mission school on Rs. 20 per mensem.

With reference to these five men, it is worthy to be noted as a most satisfactory sign that two students only have during the whole year relinquished their studies for the sake of lucrative employment. Sajad Mirza came to us from St Stephen's Mission school and remained only a few days, having apparently made up his mind to take the first appointment that offered. Kesri Singh was reading for his First examination in Arts, but an appointment of Rs. 70 per mensem was a greater temptation than he was capable of withstanding. He was appointed head master of the Cantonment school at Mian Mir. Nand Kishor and Sheo Nath, who have joined the Rurki College, would have both been willing to read for honors and the M A. degree, if they had received any encouragement to do so. I thought it best, however, for their future prospects in life that they should enter the Civil Engineering College, where, being very fair mathematicians, the course of study would suit them well Hukm Chand, who migrated to the Lahore College, was one of the best in his class, and I was very sorry to lose him. He will, I have no doubt, do well in the next University examination.

Cricket club.

16. The college cricket club continues to flourish with unabated energy. Several matches have been played within the club itself, and some of them, as for instance, "college *versus* school" and "club *versus* masters," excited a good deal of interest. No matches have been attempted with other clubs, but I hope that next cold weather we may be prepared to give the Agra College eleven a satisfactory reception, It is worthy of note that the best scholars in the college are the most distinguished in the cricket field. I may especially mention Hukm Chand of the fourth year, Madan Gopal and Jwola Parshad of the third year, Babu Mal of the second year, and Sham Nath and Abel of the first year. All in the college eleven.

Athletic sports.

17. The athletic sports came off on the 26th February, and were contested with much spirit. Some of the events, especially the steeple chase through the swimming bath, creating much excitement amongst the spectators.

Debating club.

18. I have much pleasure in bringing to your notice the establishment of a debating club and reading-room in the college. The proposal was a purely spontaneous one on the part of the students, and was so eagerly taken up, that at the preliminary meeting which was held for the purpose of making rules, &c., over thirty members enrolled their names. Several magazines, such as the Cornhill, Macmillan, &c., and most of the English newspapers, are either subscribed for, or presented to the club. The reading-room is much frequented, not only by the masters and students of the college, but also by other English-speaking natives who have joined as members. A general meeting is held on the last Monday in every month, when an English essay is read, and the subject of it freely discussed. The establishment of such a society cannot but produce very beneficial results.

Boarding-house.

19. Since my report of last year, the building lately occupied by the Normal school has been made over to me by the Inspector of Schools, Ambala Circle, for the use of the boarders, and I have consequently been able to make much better arrangements for their accommodation. They have now a room set apart and fitted up as a study, in which they prepare each evening their work for the next day; rules are laid down to ensure order in the house, and the roll is called at fixed times

which prevents the boys from wandering about the bazars at irregular hours. One result is very manifest, that the boarders are more regular in their attendance at work, and a smaller proportion absent on leave than amongst boys living with their own friends. The number now residing in the house is thirty-three, and is likely to increase. The Superintendent, Pandit Ganga Jīwan, of the Normal School, has made satisfactory arrangements for the cooking of the food, for washing, &c., but of course an increase in the establishment of servants has been necessary consequent on the increase in the number of boarders. A daily visit is paid by the Civil Sub-Assistant Surgeon, and I am happy to state that the health of the house is good. The boys suffered a great deal towards the close of last hot weather from fever; but that may be attributed to the confined quarters in which they were then located. The present building is large and airy, and special attention is paid to keeping the sleeping apartments clean and well ventilated. I may here mention that in no way is the religion of a boarder interfered with, every one is free to perform or not perform whatever religious ceremonies he may choose. Every required arrangement is made for caste prejudices, and I have never heard one syllable of discontent with regard to the rules in force. Separate cooks are provided for Hindus and Muhammadans, and those whose caste rules oblige them to prepare their own food are allowed to do so. The Superintendent has a room in the house, and is able to exercise a strict supervision over the boarders. He has done his work very satisfactorily, and I should be glad to see him placed, if possible, on the Zil' School establishment of teachers, for, as the vacations of the Normal and Zil' schools do not coincide, he desires to be absent at times when his services can with difficulty be spared from the boarding-house.

Repairs and alterations urgently needed in the college building.

20. Numerous repairs and alterations are very urgently needed in the college building; we have a larger number of rooms than are actually required for the college and upper school classes, but many of these rooms are totally unsuited for class rooms; they are so small that it is difficult to find room in them for moderately sized classes, and especially in the hot weather much inconvenience is experienced. Estimates and plans have been prepared by the Executive Engineer and submitted, but sanction has not been given to the full extent necessary. A modified estimate has now been sent in, and I trust a portion at least of the required alterations, and a boundary wall for the compound, may be commenced without much more delay.

College staff

Messrs. Ellis and Beddy.

21. For very nearly the whole of the past year, Mr. Ellis has been absent on depution, and the Professorial duties have been carried on by Mr. Beddy.

Maulavi Ziya-ud-Dīn.

22. Maulavi Ziya-ud-Dīn, Professor of Arabic, has been very successful in his teaching and has conducted the Oriental studies of the several classes with his usual ability. This is the first year that B. A. candidates of this college have taken up Arabic for their second language. I am glad to notice that neither in this examination nor in that of the First Arts has there been a single failure in the subject.

Sri Ram, B. A.

23. Srī Ram, B. A., has been Assistant Professor for some months, and though he is now placed on the zil' school establishment, his services are retained in the college.

His teaching in History and Philosophy is very effective, and not only in the work of tuition, but as secretary of the debating club, his services have been of the greatest benefit to the college.

Librarian.

24. Yusaf 'Ali, of the fourth year class, has been in charge of the library, and has now been succeeded by Ram Kishn. The books and instruments are in fair order, and a new catalogue has been prepared and lithographed at our own press, which has been put into working order.

Presentation of Mr. Hutton's portrait.

25. I have already reported to you the presentation to the college by Lala Wazīr Singh of a life-size portrait of the late Mr. Hutton, Inspector of Schools, who was for some time connected with the Dehli College as Professor.

Notice of Native gentlemen.

26. Out of the several Native gentlemen of the city, who desire to promote education, Lala Wazīr Singh stands in the foremost place. To his own schools he grudges neither labor, time, nor money, and whenever assistance is required for the promotion of any undertaking connected with education, he is ever ready to render aid. Other Native gentlemen who deserve to be mentioned are Lala Rammi Mal and Lala Mahesh Das, managers of the Anglo-Sanskrit school, and Lala Ishrī Parshad. To the first of these three a khil'at of Rs. 150 was presented at the annual distribution of prizes in token of his exertions in establishing the school of which he is chief manager.

C. R. COOKE,
Principal, Dehli College.

D. C.

Report by Principal Dehli College on Government and Aided Schools in Dehli.

I have the honor to submit my Annual Report of the Government and Aided schools which are under my superintendence in Dehli.

Numbers. Attendance. Fees.

2. The following table gives the number on the rolls, the average daily attendance, and the amount collected in fees for the year ending 31st March 1870:—

Name of School.	Number on rolls.	Average daily attendance.	Amount of Fees.		
			Rs.	A.	P.
Dehli Collegiate school	188	169	1,421	9	0
Chelon-Ka-Kucha Branch school	84	69	145	9	0
Lala Wazir Singh's Aided school	100	86	307	13	0
Lala Ishri Parshad's do.	90	88	230	1	0
Anglo-Sanskrit do.	134	99	37	12	0
Purely Vernacular schools	608	445	544	14	0
Total.....	1,204	956	2,687	10	0

I will proceed to report in order on each of the above mentioned institutions.

Dehli Collegiate School.

Head Master.....MR. I. C. BEDDY.

Changes of Head Masters.

3. During the past year the school has been under the management of three Head Masters up to 30th June 1869; Mr. C. S. Kirkpatrick had charge from that date till March 1870.

Results of entrance examination

4. Fifteen candidates were sent up for the Calcutta University Entrance examination, of these ten passed; two being placed in the 1st division, and the remaining eight in the 2nd. We just missed the prize of Rs. 500, given by Sir Stafford Northcote for the Panjab, as our two boys, Nand Kishor and Pandit Sham Nath, stood respectively second and third to Gulam Muhammad, the Amritsar boy who gained the prize. The Arnold silver medal was awarded to Nand Kishor The following statement shows that in the University Entrance examination the Dehli school gains a better percentage than both the Panjab and the whole of Bengal:—

	No. of candidates.	*Passed.*			Total passed.	*Percentage passed.*			Total percentage passed.
		1st division.	2nd division.	3rd division.		1st division.	2nd division.	3rd division.	
Bengal Presidency	1,689	176	434	195	805	10·4	25·7	11·5	47·6
Panjab	103	8	24	12	44	7·8	23·3	11·6	42·7
Dehli school.....	15	2	8	...	10	13·3	53·3	...	66·6

N.B.—These figures exclude teachers and private students.

In the beginning of October last I held a preliminary examination of the Entrance class, which at that time contained 26 boys; on the result of that examination I refused certificates to eleven candidates. This rule, by which Principals are allowed the power of excluding candidates who have no chance of passing, is a salutary one. At present I allow all to go in who in the preliminary examination have not failed in more than one subject, provided that that failure is not a very bad one. Eventually the rule may be more rigidly enforced, and there will be a still smaller proportion of failures. Nine of the successful men are continuing their studies in the first year class of the college, the tenth was one who accompanied Mr. Staines from Multan and has not entered the college.

D. S.

Award of scholarships.

5. Of the nine junior scholarships awarded by the results of the Entrance examination, the 2nd, 3rd, 7th, and 9th were gained by students who passed from this school.

Result of middle school examination.

6. Nine boys were successful in the examination for admission from the middle into the upper department out of sixteen candidates; this result is creditable to Master Kanhya Lal, who is in charge of the middle school. The object of this examination is to prevent the admission into the upper classes of boys who are unfit for promotion, and eventually the effect produced on our results in the Calcutta University examinations will, I have no doubt, be most beneficial. At present, however, though our 2nd and 3rd classes are probably better than they ever were before, the good effects are not very plain, for the only visible result is a considerable diminution in our numbers and our fees.

Comparative numbers on the rolls.

7. The number of pupils in attendance in the upper and middle departments is thus compared with the number for last year :—

	1868-69.	1869-70.	Difference.
Upper department	73	78	+ 5
Middle department	165	110	− 55

Causes of diminution in numbers.

8. It will be noticed that in the upper school there is a small increase, while in the middle school the decrease is very considerable, 33 per cent. I think this decrease should be accounted for, and I will here briefly state what in my opinion are the causes of it. In November 1869 the first class of the middle school contained over 40 boys, who all underwent a preliminary examination, conducted by Mr. Staines with a view to deciding how many out of the number were fit to be sent in for the middle school examination; more than half the number were rejected, and, as the result showed, several more might with advantage have been left out of the list of candidates. Still, discontent arose, and a great number left the school, hoping through some other means to gain admittance to the examination. Several entered the Baptist Mission School, the Head Master of which very improperly sent their names in.* The attempt was however discovered in time and the names struck out of the list. This preliminary examination therefore is one of the causes which have led to the diminution in numbers; it is satisfactory however to know that it is only the worthless boys who have gone. The principle that has induced the Calcutta University to require a certificate of fitness from all candidates for the Entrance examination applies with increased force to the case of the middle school examination. In the former a fee of Rs. 10 is staked and lost by failure; in the latter there is nothing to lose, and a chance (faint as it may be) of passing. I have therefore no intention whatever of relaxing my rule; every candidate coming from the schools under my superintendence will satisfy me that there is a reasonable expectation of his passing before he is allowed to sit for the middle school examination. To allow unfit candidates to go in is only to throw useless labour on the examiners.

With regard to those who went in and failed, several left the school, and attempted to enter the St. Stephen's Mission School, where promotions are made into the upper department without regard to the results of the middle school examination. I believe however that not one succeeded in his attempt, and I must here take the opportunity of acknowledging Mr. Crawfoot's very cordial co-operation in this matter. If he had declined to act in concert with me, the effect would have been very detrimental to our school. As it was, the deserters gained nothing, yet our number was diminished. The above causes relate only to the secessions from the 1st class of the middle school. Many have also left the lower classes; and now I come to what in my opinion is the principal cause of the diminution in our numbers.

On the 1st January 1869 the middle school was divided into two sets of parallel classes—one set forming a special Arabic department and the other a special Mathematical department. In each the course of study extends over five years, while in other middle schools the course is completed in four years. I regret to state that the Arabic department is not at all popular. Of the 110 names now borne on the rolls, 33 only are in the Arabic department, giving an average of 6 in each class. I think this proportion is not to be wondered at when we consider that there are not 20 Muhammadans in the school. Further, Arabic is not required for the middle school examination, and it is difficult to make boys, all the world over, pay attention to extra subjects. I have often tried to impress upon them that if they begin to learn Arabic in the middle school, they will be so much advanced in the language when they

* This was done entirely without the knowledge or consent of the Missionary in charge, who blamed the Head Master for his conduct in this matter.—W. R. M. H., *D P. I.*

enter the upper school that they cannot fail to do well in the Entrance examination Hindus almost invariably reply that they prefer to read Sanskrit in the upper school, and find mathematics an easier study till they have passed the middle school test. It is evident then that with Hindus at least the Mathematical department operates against the popularity of the Arabic department and I am fain therefore to confess that our middle school does not draw boys to it, that the decrease in its numbers is due chiefly to the facts that, owing to these special departments, the promotion in it is slow, and that the special subjects of study are not popular with a majority of the students. If the natives, and in particular the Muhammadan population, could appreciate the objects with which the special departments were established, the benefit to education in the city would be incalculably great We should turn out good scholars, instead of as now producing students who just gain a sufficient smattering of several subjects to pass the Entrance examination. I have here stated facts to account for the comparatively large decrease in the number in attendance at our middle school. At the same time I have no hesitation in saying that the school is now in a much more efficient state in respect to discipline and order than I have ever known it before; the rules with regard to leave, fines, &c, are stringently carried out, and the work of both teachers and boys carefully superintended by the Head Master. Great complaints were formerly heard against the English hand-writing of this school; the Writing Master has now been dismissed, and a more efficient teacher will be appointed in his place.

Fees.

9. The amount credited to Government on account of fees collected in the upper and middle departments of the Collegiate school is Rs. 1,421-9-0 as compared with Rs. 1,530-2-0 for last year. This decrease is proportionate to the decrease in the number of boys, and average rates of fees throughout the school are the same as in the preceding year.

Present employment of boys who have left the school.

10. The following statement gives the present position and pay of students who have left the zil' school during the year; I cannot pretend that the list is a complete one, as many boys leave no trace of their whereabouts, while many others are employed in learning the work of offices where they are entered as probationers with a view to being appointed to salaried posts when found competent :—

No.	Names.	Class.	Present employment.
1	Hīra Lal.....	1st Class Upper school.	Clerk in the Janee Bank, Dehli, on Rs. 15.
2	Khusial Singh.....	2nd „ „ „	Clerk, Commissioner's office, Jalandhar, on Rs. 30.
3	Chūnī Lal.....	3rd „ „ „	Clerk, Panjab Railway, on Rs 25.
4	Abdussatar	1st Class Middle school	Goods Clerk, Panjab Railway, on Rs. 35.
5	Harparshad.....	2nd „ „ „	Telegraph Clerk, Panjab Railway, on Rs. 20.
6	Iqbal Rai.....	2nd „ „ „	Assistant Teacher, on Rs. 15, in the Maharaja's school at Khettri.
7	Mahabīr Sahai.....	3rd „ „ „	Vakīl, on Rs. 100, in the Court of Bīkaner.
8	Hīra Lal.....	3rd „ „ „	Clerk in the Telegraph Department, on Rs 15.
9	Mohan Lal.....	4th „ „ „	Clerk, Panjab Railway, on Rs. 25.

The above gives an average salary of a little over of Rs. 30 per mensem.

Chelon-ka-Kucha Branch (Middle) School.

Head Master.....GOPAL SAHAI.

Expenditure, fees, and attendance.

11. This school is supported from the proceeds of Nawab Fazal 'Alī Khan's endowment; the monthly expenditure on the school is Rs. 172-0-0, and the total of fees collected during the year is Rs 145-9-0 against Rs 111-14-0 in 1868-69 The number on the rolls is 84, and the average daily attendance 69 as compared with 83 and 67 respectively for last year.

The school is situated in the midst of a very poor Muhammadan population, which will account for the small sum collected monthly as fees. I am glad, however, to notice that there has been an improvement in this respect.

When Gopal Sahai took charge of the school in 1867, there were about the same number of boys in attendance as at present, but something under Rs. 4 a month was collected in fees, so that he has done well in raising the amount to Rs 13, which I do not think it will ever be possible to increase by very much.

Arabic might be introduced.

12. This is the only school we have in which there is a fair proportion of Muhammadans, and I am of opinion that the study of Arabic might here be introduced with advantange, so as to make it a similar institution to the Anglo-Sanskrit school established by Lala Rammi Mal.

13. Four boys were sent in for the middle school examination; one passed, taking a very fair place in the list. The work of the school has been well done by Gopal Sahai and his assistants.

Middle school examination.

Lala Wazīr Singh's Aided (Middle) School.

Head Master.....GOKAL CHAND.

14 This school continues to keep up its numbers. There are at present 100 on the rolls, and the average attendance is 86. On the 1st April 1869 there were 108 names on the register, and the daily attendance averaged 78. Fees collected during the year amount to Rs. 307-13-0; this is a larger sum than is raised in any other school of the class in Dehli. The satisfactory condition of the school is due in a great measure to the labour bestowed on it by the Manager, Lala Wazīr Singh, who also looks after the Chelon-ka-Kucha school. He visits both schools almost daily, and this cannot but have a very good effect in keeping the teachers up to their work.

Attendance and fees.

15. One out of six candidates passed the middle school examination. I quite agree with the Manager in his opinion that a school of this class, which teaches up to the standard of admission into the upper school, requires a thoroughly good man at its head. I do not mean to infer that Gokal Chand has failed in his duties, but with the new English text books which have been adopted for middle schools, I think higher pay should be given to the head master so as to ensure a thoroughly competent person. Lala Wazīr Singh is about to submit an application for an increased grant; he desires to raise his own subscription from Rs. 35 to Rs 75 a month, and will guarantee Rs. 30 a month as fees. He proposes to appoint a new head master on Rs. 70 or 80, and to re-organize the establishment.

Middle school examination.

Lala Ishrī Parshad's Aided (Middle) School.

Head Master.....BASHI LAL.

16. The number on the rolls of this school has decreased from 112 to 90, and the average daily attendance for the year is 88. The total amount of fees for the year is Rs. 230-1-0, being less than the amount guaranteed by Rs. 33-15-0; this deficiency has been made up by the Manager by a corresponding increase to his monthly subscription.

Attendance and fees.

17. Lala Ishrī Parshad has taken much interest in the school, but I do not think that the teachers are sufficiently strict in enforcing the rules with regard to fees, otherwise the amount collected would not fall so much below the sum which was guaranteed. Though certainly of the two schools this one is situated in the poorer neighbourhood, and contains fewer sons of native gentlemen, yet there is no reason why if Lala Wazīr Singh's school in the Nīl-ka-Katra can raise Rs 30 a month, it should be found impossible to raise even Rs. 20 here.

Fees lower than they should be

18. None of the candidates from this school succeeded in passing the middle school examination.

Middle school examination.

Anglo-Sanskrit School.

Head Master.....OMRAO SINGH.

19. The number on the rolls of this school remains exactly the same as last year, viz., 134, but the average daily attendance has risen from 62 to 99.

Attendance.

20. The instructive staff has been thoroughly re-organized since my last report, and the school divided into a middle and a purely Vernacular department. In the former a new scheme of studies has been adopted, similar to that in use in the middle department of the Zil' school, merely substituting Sanskrit for Arabic. Such boys as were not sufficiently advanced in Urdu to commence the study of English have been placed in the Vernacular department. The school is altogether on a fair footing now, and I trust it will be a flourishing institution, and in a few years a very useful feeder to the college.

Re-organization of establishment.

21. No fees were taken from pupils till 1st January last, and the total amount collected in the three months up to the present date is only Rs. 37-12-0. In this matter there is one thing which I much regret, and that is the determination of the Managers to take no fee higher than four annas a month. Owing to some of the leading men of the city being Members of the Committee of Management, the school is exceedingly popular, and is attended by the sons and relatives of many of the native gentry, who would willingly pay Rs. 3 or 4 a month. The subscriptions, however, are very liberal, and the school not at all badly off for funds.

Fees.

Purely Vernacular Schools

The six Vernacular schools

22 The Vernacular schools of Delhi towards the expenses of which the Municipality contributes Rs 150 a month are six in number At the beginning of last year there were eight of these schools but it was considered expedient to close two of them or rather to amalgamate them with others in the neighbourhood By this means we were enabled to place the establishments of the remaining six schools on a somewhat improved footing without any decrease in the total number of pupils or in the total amount of fees

Attendance and fees

23 The following statement supplies the names and circumstances of the several schools the first four are located in buildings which also contain the Anglo-Vernacular (middle) schools, to which they are feeders —

No	Name of School	Maximum No of boys	Present No. of boys	Total fees for the year		
				Rs.	A	P
1	Chaori ka-Bazar school	150	118	132	13	0
2	Chelon ka-Kucha school	100	90	78	1	0
3	Nil ka Katra school	100	100	71	4	0
4	Charkhewala school	100	100	96	9	0
5	Lahore gate school	100	100	118	8	0
6	Pati Ram ka-Kucha school	100	100	47	11	0
	Total	650	608	544	14	0

We have limited the number in each school in five of them, to 100, and in the sixth to 150, as our funds will not admit of a larger instructive staff

The great importance of these Vernacular schools

24 The course of study prescribed in purely Vernacular schools comprises History, Geography Arithmetic, reading and writing in Urdu with in the highest class, a little Persian On the completion of this course, the boys are required to pass an examination showing that they can read and explain Urdu passages of moderate difficulty which they have not seen before can write correctly from dictation, and are acquainted with Arithmetic up to compound division The proof of a fair knowledge of their own native language is required of all boys before they are allowed to begin English, hence the great and manifest importance of these Vernacular schools To the poorer classes whose children are obliged to earn their own livelihood at an early age, and to those people who can afford to keep their sons at school till they have attained a knowledge of English, these elementary schools are equally beneficial In supporting them, therefore the Municipality bestows its grant on that class of schools which produces the most wide-spread advantages to the people of the city Many of the citizens desire the higher college education for their sons most of them wish their children to learn English as in our middle schools, but all equally appreciate the benefit of being able to read and write their own native language

Income totally inadequate

25 To meet the expenses of instructing these 650 boys we have an income of something less than Rs 400 a month arising from—

1st A Municipal grant of Rs 150
2nd Fees collected in the schools about Rs 49
3rd Government grant-in-aid under article XIV Rs 195

This income is totally inadequate to keeping up a competent staff of teachers besides paying the rent of school houses The greatest difficulty with which we have to contend is the want of thoroughly competent men as head masters, it is impossible to procure such men on the low salaries to which we are restricted If the Municipal Commissioners would increase their fund to Rs 200 a month an equivalent increase to the Government grant might be obtained, and the establishments of these most important schools could be placed on such a footing as to produce solid benefits

Remarks on each school

26 I —Chaori-ka-Bazar school

This school has made very fair progress, the number of boys has increased from 102 to 120, and the yearly total of fees from Rs 60 13 0 to Rs 132 10 0 Eight boys passed into the middle school

II —Chelon-ka-Kucha school

There are the same obstacles to progress in this school as in the branch middle school to which it is attached the people are poor and cannot pay for the education of their children consequently the fees are very small The attendance too is not good for it is a notorious fact that the free boys in a school are the most irregular in attendance

III.—Nil-ka-Katra school.

This school is full and progressing fairly. The total collected in fees for the year is rather small

IV.—Charkhewala school.

The head teacher has not managed well, and I have recommended that he be dismissed and a better man put in his place. I have frequently had to complain of the want of discipline in this school, and the careless manner in which the registers are kept.

V.—Lahore gate school.

The average rate of fees taken here is higher than in any other Vernacular school. I am particularly well satisfied with the work of Ram Dial, the head teacher.

VI.—Pati Ram-ka-Kucha school.

The boys are very young and somewhat backward, so that at the annual examination in December last none were promoted into a middle school. There has been a remarkable increase in the numbers attending this school.

27 It remains now only to notice the services of my staff Mr. C. S. Kirkpatrick performed the duties of Head Master zil' school with his usual ability for the first three months of the year; that Mr. J. D. Staines has proved himself a competent successor is evidenced by the success of the Entrance class; I should be glad to see him confirmed in the appointment in which he has been officiating. Mr. Carne, 2nd Master, has worked with energy during the year, and has been particularly useful in superintending the cricket matches and athletic sports.

Notice of Zil' school staff
Mr Kirkpatrick
Mr. Staines.
Mr. Carne.

With the subordinate teachers generally I have had reason to be satisfied, and more especially I desire to bring to your notice the names of Bheron Parshad, B A., 3rd Master, Kanhya Lal, in charge of the middle school, Maulavi Latîf Husain, 1st Oriental teacher, Pandit Kashi Nath Kanti, Sanskrit teacher, Muhammad Said and Najbuddîn, Oriental teachers, and Madho Narāyan, acting as English clerk in my office.

Subordinate teachers.

C. R. COOKE,

Principal Dehli College.

AMBALA CIRCLE.

INSPECTOR E. WILLMOT, ESQ., B. A.

I have the honor to submit my annual report on popular education in the Ambala Circle of the Panjab for the year 1869-70 I reserve general remarks for the conclusion of the report, and proceed at once to exhibit the condition of the several kinds of schools in the Circle.

SECTION I.—CONTROLLING AGENCIES.

2. The instructional work of this Circle is supervised by an Inspector and an Assistant Inspector, both Europeans. There are nine Districts in the Circle; each District, with two exceptions, is provided with a Chief Muharrir, who is the immediate instrument of the Deputy Commissioner in all educational business, and also performs the duties of a Sub-Assistant Inspector of Schools In Gurganwan, this Officer is styled a Deputy Inspector; he differs from the body of Muharrirs in being a person of superior education and higher pay, and the responsibilities of his office are therefore in some degree heavier In the Simla District the number of schools, three, is not sufficient to make a Muharrir necessary.

An Inspector
Assistant Inspector.

Chief Muharrir.

Changes

3 Since my last report the following changes have been made in the above detailed Controlling Agencies

Mr Mackintosh, Assistant Inspector, Ambala Circle

Mr Mackintosh was appointed Assistant Inspector on the 1st of September 1869, and took over charge of his appointment a month later. He has been of very great assistance to me, having examined more than a moiety of the Vernacular schools of the Circle, besides visiting many Aided English schools, and the majority of the female schools of four Districts He conducted the middle school examination at Ambala in December 1869, and the sadr examination at the same place two months later. I record with pleasure that he has continually aided me with most valuable suggestions in a great variety of matters connected with the work of the Circle.

Lala Baldeo Sahai, Deputy Inspector, Gurganwan

4 Lala Baldeo Sahai, originally Deputy Inspector of the whole Circle, was transferred to the Gurganwan District in March 1869. I was very greatly incommoded by the loss of his services for the six months which elapsed before his place was supplied by Mr Mackintosh, as detailed in the preceding para The Deputy Commissioner of Gurganwan reports very highly of his work in his new post, and I myself have to acknowledge his great usefulness on two or three occasions when I invited his assistance

Muharrirs
Karnal

5. Shiva Singh, the Karnal Muharrir, was removed (to the Rohtak zil' school) on the 1st April 1869 His gross indifference to the duties of his office had brought the Vernacular schools of the District to the verge of dissolution. In his place, Lala Girdhari Lal (from the Karnal zil' school) was appointed

Gurganwan
Hissar

6 Pandit Amar Nath was transferred, on the appointment of Lala Baldeo Sahai to the Gurganwan Deputy Inspectorship, to the Chief Muharrirship of Hissar, vacant by the dismissal of Munshi Abdul Razak The reasons for his removal were detailed in the report for 1868-69.

Gurganwan, Ludiana, and Ambala

7 With regard to the work of the Muharrirs, I am very well satisfied with the Gurganwan, Ludiana, and Ambala Officers. All three have apparently exercised a most valuable supervision of the schools of their Districts, have carried out, as far as possible, the order as to visiting every school four times at least per annum, have facilitated rather than obstructed the inspections of the Educational Authorities, and really know something about the schools of their Districts. I am very much pleased with the very singular improvement exhibited by the Ambala schools The Chief Muharrir has worked well in accordance

with my suggestions of last year; he is also making great efforts to improve himself in those branches of education of his deficiency in which I complained in my report of 1868-69

Dehli. The Chief Muharrir of Dehli has visited his schools with greater regularity than last year; but does his work still in a perfunctory way, and resents interference by the Inspector or Assistant Inspector. In January 1870, I discovered, to my great inconvenience, that he had not forwarded the Departmental order as to lower school examinations to the Aided schools of the Dehli District, though that order was published on the 8th of November 1869. He was reprimanded for his neglect, but I found the head masters still uninformed at the end of March.

Hissar. The Muharrir of Hissar has but 17 schools to look after; to these he has paid 37 visits The Departmental rule insists on at least 68 Pandit Amar Nath, when removed from the Gurganwan District to the less important post at Hissar, was warned that another year's indolence would render his total dismissal from the Educational Department necessary. I think he should be allowed to resign as soon as a competent successor can be selected.

Karnal. In the Karnal District more than half the schools have been visited but twice. The Muharrir's diary shows that in many cases he examined as many as four schools in a day—a perfunctory system certainly never contemplated in the Departmental rule. Lala Girdhari Lal failed to secure the approval of his superior Officers as a head master; and, unless he at once makes a very marked effort, he will be found as great a failure in his present post.

Rohtak The Muharrir of the Rohtak District has not done his duty by his schools. Though the whole number is but small, none have been seen four times, many but twice, and a few only once. It will, I fear, be necessary eventually to replace the present Officer by a more conscientious and less indolent man.

Sirsa. The schools of Sirsa have been inspected and examined with regularity by the Chief Muharrir.

Inspector's tour 8. During my own tour of inspection, which I began early in October, and concluded on the 16th of April, I visited (with the exception of Rupar and Jagadhri, both of which I was only able to see once) all the

Zil' schools zil' schools of the District twice; they were also inspected once by

Aided schools. the Assistant Inspector. I examined with very few exceptions every

Lower examination. Aided school in the Circle, and conducted the lower school examination in all the schools except three. Every school in the Circle has

Vernacular schools been examined, either by Mr. Mackintosh or myself, with the exceptions of all the schools of the Sirsa District, which were unfortunately closed at the only time we could have examined them. Statements have been submitted to the Local Officers showing the number of boys passed or plucked in each of the subjects of study from every class of the schools of the District under his control.

Sadr examination. The higher examination of vernacular schools called the sadr examination was held in Ambala and Dehli in February. In Ambala the Assistant Inspector conducted the examination, in Dehli the Head Master of the Normal school.

Local Committees of Public Instruction 9 In general the Local Committees of Public Instruction have been nugatory, that is, neither auxiliary nor obstructive.

Rewari and Jagadhri. The Committees of Rewari and Jagadhri are the most favorable exceptions to the rule; both have been of material assistance to the zil' schools with which they are connected. But, on the other hand, the Committees of

Jhajjar. Jhajjir and Rupar have, I think, proved injurious appendages to the schools of those towns. In Jhajjir no solicitations on my part could induce the Committee to assist me to prevent the dissolution of the zil' school. The Members of the Committee showed the most abject indifference to the educational interests of their native place, expressing no hope that Government would abstain from abolishing the school, nor even regret on its abolition

Rupar. The town of Rupar some few years ago was thought a fit situation for a zil' school, principally because the two nearest English schools were distant nearly 50 miles, viz., the Ludiana and Ambala American Mission schools. The population of the town is some 8,000; the inhabitants are not wealthy, and are,

* I regret that a case of very great gravity has been brought against this man; it is investigating and will be reported case to you in full

besides beyond belief niggardly The private subscriptions collected in the town itself for educational purposes amount to one rupee and a half per mensem The school would have been recommended for abolition, but that the head quarters of the Sirhind Canal being at Rupar it was thought undesirable to discontinue the supply of youths with some knowledge of the English language at a time when the demand was likely to increase with great rapidity It might therefore have been supposed that a town which had been treated with such extreme liberality in the matter of education by Government would evince some small sense of gratitude for the benefits received, but the very reverse is the case On my last visit to Rupar I found flourishing under the patronage of the Tahsil Ambala, encouraged by the Tahsildar and the Local Committee of Public Instruction an indigenous school held in the tahsil building, conducted by a Munshi of the old style who was capable of teaching nothing but Persian A more disgraceful opposition to a Government zil' school was never organized, after my visit in August 1870, I shall re-consider the question of the abolition of the zil' school, and address you in the matter

Tahsildars Of Nuh Rewari Jagadhri.

10 The Tahsildar of Nuh Lala Sanjhi Mal B A, has generally taken considerable interest in educational work as indeed should be expected from a B A of the Lahore Government college The Tahsildar of Rewari (whose name escapes me) has been of very great assistance to the head master of the zil' school; and Said Barkat Ali, Tahsildar of Jagadhri is deserving this year (as before) of great credit for his assistance to the Department of Instruction Babus Radha Kishn and Mahtab Singh, Sub-Assistant Surgeons of Rupar and Bhewani respectively, have shown very great zeal as Members of the Local Committees of Public Instruction of the towns in which they reside

SECTION II.—GOVERNMENT SCHOOLS

AMBALA ZIL' SCHOOLS

Ambala zil schools

8 zil schools

11 At the close of the year under report, there were 8 zil' schools in the Ambala Circle viz, at Rewari Rohtak Bhewani, Jhajjir Karnal Jagadhri, Rupar, and Simla The zil' school at Delhi being under the direction of the Principal of the Delhi college is not included. On the 30th of March 1870, there was no higher class school in the Circle, that of Rewari having been closed in the beginning of the calendar year, the students were sent to Delhi as exhibitioners, the head master of the Delhi zil' school forwarded me a short report on their progress They are generally working very well, and except that they are more discontented and prone to write petitions of increased stipends than the generality of scholarship holders, are going on quite satisfactorily. This centralization of the higher English education appears to me to be a most admirable measure The Delhi zil' school, from its intimate connexion with the college and for many other obvious reasons, must offer advantages for superior instruction which could only be secured in smaller cities and towns at a cost which it is very unlikely that either private enterprise would be able or the Imperial Government willing to sustain

Rewari higher school

(Continued)

12. It is unnecessary to add to the length of this report by detailing the merits of the different classes of a school now abolished I shall content myself with stating that the Rewari higher school passed a satisfactory examination in the departmental examination of July 1869, and that though I did not in my oral examination of the school form a high opinion of the English attainments of the boys yet two candidates of four passed the Calcutta University entrance examination with great credit. They are, I am glad to say, pursuing their studies at the Delhi college, and are well reported on by the Principal of the same.

Middle schools; statement A.

13 From statement A, submitted with this report, may be collected all information concerning the middle schools (the size of the statement renders it necessary to make it an appendix in a middle school report, but it can be introduced into the text when printed) With regard to the numbers on the rolls and the amounts of fees collected, I have a very strong hope that both will be greatly increased in future years The prevalence of a very malignant fever throughout the Circle obliged me to close the Karnal school for nearly a month and materially affected the attendance at Rupar and Jagadhri; while the protracted famine, from which there was no relief at all till October 1869 and that but slight, undoubtedly affected most injuriously both the amounts of fees collected and the average attendances

Numbers and fees affected injuriously by fever and by the protracted famine

The more significant upper schools at Rohtak and Karnal were also closed at the same time.

Middle examination.

14 The examinations of middle schools are—first the middle examination, which was in the past year conducted by the Principal of the Dehli college at Dehli, the Assistant Inspector of Schools at Ambala, and myself at Ludiana, the questions being framed and the answers valued by the Inspectors and Assistant Inspectors of Schools. The examination was held, as is the Calcutta entrance examination, on the Monday (and following days) nearest to the 1st of December. The result was published through your office on the 29th of the same month The results, so far as they concern the zil' schools of the Ambala Circle, are appended :—

Names of Schools.	No. of candidates.	No. passed.	Failed in				
			English	Urdu.	History and Geography.	Arithmetic.	Persian.
Rohtak	7	1	...	...	2	3	3
Rewari	5	2	...	..	2	2	..
Jhajjir	6	1	4	.	5	3	2
Bhewani	1	...	. .	..	..	1	...
Jagadhri	2	..	. .	. .		2	1
Rupar	4	..	...	...		3	3
Karnal	6	...	2	2	2	6	6
Simla	...	...	..	...	...	. .	. .
Total (zil' schools, A. C.)	33	4	6	2	11	20	17
Total Panjab .	149	31	45	18	31	93	65

An examination of the above table shows that the schools of the Ambala Circle failed to pass candidates for the middle examination in as high a proportion as the Panjab zil' schools generally. In English and Urdu the Ambala Circle schools are decidedly superior to the average of the whole Province; and in Arithmetic they may be said to be equal, but in History and Geography and in Persian this Circle is very far behind. The main cause of this I take to be the head masters' teaching, as a rule, English themselves; they are inclined to slight the Oriental subjects, and to allow the Oriental teachers to shirk their work; in this, of course, they are aided by the boys, whose natural proclivity is to make much of English, which they think "pays" more and earlier, at the expense of their other studies, without which English ought to be useless.

Oral examinations by Inspector of Schools.

15. I proceed to record my opinion of the several schools as I found them on my visits.

Rewari, first class of 11.

In the Rewari zil' school I found a first class of 11, of whom 9 were present. Generally they read and translated English well, but a few were undecided in their pronunciation. The majority also translated from Urdu into English very respectably. Five knew a fair amount of English grammar, telling me intelligently the different uses of *that* and *since;* the rest failed. All but two solved a square root, but I found on examining the progress report that they had been learning that rule for three months Five only could do sums in the division of decimals. In Geography the class had but just begun the studies of the class next below. In History they were up to the standard. In Persian they had read the prescribed books, and passed a very fair examination. *The class will require generally very great attention to bring it up to the middle examination standard by December of this year.*

2nd class of 18.

Bal Mukand.

Sagar Chand, head master

Sheo Parshad, 2nd do., afterwards head master

In the 2nd class 12 were present of 18 No dictation had been taught; all but six (*i. e.*, half) failed in the division of decimals, for which Bal Mukand is to blame. The head master, Lala Sagar Chand, B. A., and his successor, Sheo Parshad, have both very foolishly disregarded the scheme of studies, and appear to have been unable to manage either the instruction staff or the boys. Sheo Parshad tells me that when Sagar Chand left he did not like to stir up the assistant masters for fear of becoming unpopular I do not desire that these strictures on the partial failure of two very worthy gentlemen should be interpreted too strongly; it is

admitted that the qualifications requisite for a good head master are very rarely met with even in England, and that I therefore desire to add I consider Lala Sagar Chand eminently qualified for any tuitional post (such as an Assistant Professorship), and that I believe Lala Shee Parshad is an energetic and conscientious servant of Government. The Persian of the class was very backward, and so much of the prescribed books remains to be read that it is impossible that it can be finished by the end of the year. Shaikh Muhammad, the first Persian teacher (acting for Ulfat Hosain) is doubtless a good scholar, but his mild disposition renders him unfit for the management of the unruly boys of this very low-toned zil' school.

Shaikh Muhammad

During my examination of this class I found it all but impossible to maintain order, and I have during the year on one or two occasions been appealed to by the head master to quell insubordination of almost a mutinous character. In History, and in English reading, Translation, and Re-translation, the class was in good order, but in Geography (also a part of Shaikh Muhammad's responsibility) all were shamefully backward. Shaikh Muhammad will be transferred to the new higher central Oriental school in Ludiana as soon as sanction for its organization shall be received, and a more active man will be sent in his place.

Insubordination of the boys.

In the 3rd class 15 out of 21 were present. All but one failed in simple fractions, and him I discovered to be a boy of the Dharuhera village school. Two also failed in compound long division; they were at once degraded The Persian of the class was in a very bad condition. The fourth chapter of Gulistan had been taught, but the third passed over. *No* boy could read the second really well, and but three passably. Generally the class answered well in the Geography of Asia, and two-thirds of the boys translated their English Reader very fairly, but knew hardly the outlines of Grammar.

3rd class of 21.

The fourth consisted of 30 probationers; 12 only passed, 15 failing utterly in dictation, and three in Arithmetic

4th class.

Of the general state of the school I find the following memo. in my notes:—"The discipline of this school is worse than I have ever seen in any school in the Ambala Circle. The boys of the upper school now sent to Dehli were mutinous for some three months, and were only brought to their senses by the head master's appeal to me for sanction to the expulsion of the ring-leaders. Even after this the school was only managed with difficulty. The boys of the second and third classes are more noisy, rude, and indecorous than the boys of the most barbarian village school in the Circle. I award no prizes, and I forbid the attendance of either boys or masters at the Deputy Commissioner's darbar to be held at Gurgaon in April. Shaikh Muhammad and Bul Mukand must be removed as soon as is practicable." *

General resume.

16. The Rohtak school has very greatly improved in the year under report; Mr. Wade, the head master, has confined himself to a careful carrying out of the scheme of studies as laid down by yourself. His assistants, except Shiba Singh, the first Persian teacher (whom I think both mentally and morally unfit for the work of instruction), have worked most satisfactorily.

Rohtak zil' school (middle).

The first class, of whom seven out of nine were present, was not in good order. In English reading, Translation, and Grammar, as well as in Geography, all were very backward. Two failed in the division of decimals—a subject which ought to have been mastered 18 months before. In History the class had been well taught, and all passed a fair examination in Abul Fazl and Persian Grammar.

1st class of 9.

In the second class five of six were present. All passed a good examination in English, Arithmetic, and Geography; all but two answered well in History and Persian.

2nd class, 6.

All of a third class of 18 had been well taught English, Translation and Grammar; the majority knew decimals; half were well up in History and Persian. The class consisted of two divisions, but was re-united after my visit.

3rd class, 18.

The fourth class of seven failed in nothing but Translation of easy Urdu sentences into English.

4th class, 7.

* This school was established as a zil' school a few years ago, and whilst it remained under the charge of Lala Hira Lal it was in very good order, and the progress was most remarkable. Lala Sagar Chand, though a good scholar, has not been very successful in the management of a large school.—W. R, M. H., *D. P I.*

17 The history of the decline and fall of this school will be best told by my remarks written in the log-book on the 12th March 1870

Jhajjar zil school (middle)

"On my last visit to this school, I reported to the Director that for the last two years I have, on the occasions of my visits to Jhajjar called together the Members of the Local Committee, Public Instruction and other influential inhabitants of the town, and explained to them that the school would inevitably be closed unless a subscription adequate to maintain (with the assistance of the Government grant-in-aid of a like amount) the branches and lower school were collected and guaranteed for three years On the 12th of January 1870, the Extra Assistant Commissioner, Salig Ram, and the Tahsildar were present at a meeting in the school when I made a last appeal Nothing was either given or promised My report was submitted, and I received some few days ago the sanction of Government to close the school. It is a grave sign of the very slight hold that the Government system of education has taken of the inhabitants of this purgannah, that they suffer a school which has been infinitely beneficial to them to be closed rather than contribute a wretched Rs 50 per mensem to prevent its dissolution Up to 31st March 1870, Government gives a grant-in-aid of Rs 7-8 to Rs. 5-8 from private subscriptions added to Rs 2 from fees If the inhabitants of Jhajjar come forward with Rs 50 per mensem from *chungi*, private subscriptions, or any other source, I shall be very glad to recommend the re-establishment of this most valuable school, whether the Local Government will be willing at this present time of financial difficulties to rehabilitate it, is a very different matter"

Its decline and fall

The school having been closed, I shall not delay to detail the condition of the several classes, generally, I am sorry to admit they were not in as good order as they ought to have been A thorough examination of the school convinces me that the sickness of the headmaster, Radha Kishn, and the consequent officiation for three months of Behari Lal (from Bhewani) did the school much harm Muhammad Yar Khan, the first Persian teacher, has evidently greatly neglected his work, the Geography and Arithmetic of the whole school was bad, and the Persian and History indifferent

Radha Kishn, head master

Behari Lal, officiating head master

Muhammad Yar Khan, 1st Oriental teacher

18 The Bhewani school has not improved as much as I anticipated, but the head master points out that the population of the station consists almost entirely of Bagri Banias, who send their sons to school from the age of 8 till 12 to keep them out of mischief rather than to get them instructed, and calls attention to the fact that but a small percentage of middle school students are children of natives of Bhewani but of foreigners whose business calls them to the town for but a few years or even months That the boys stay at school but a short time is evident from the fact that a first class of five on 1st January had dwindled to one by 15th February, and a second class of six at the commencement of the year produced but two on my visit six weeks later I am satisfied that the state of the school is not due to neglect or inability on the part of Hira Lal, the headmaster, nor of his assistants I am satisfied with their work, and am sorry that their results are not commensurate with their labour

Bhewani zil' school (middle)

1st class of 1.

The single boy of this class passed a good examination, he failed in nothing but Arithmetic in the middle examination of December 1869

2nd class, 4

In the second class of four, the three present read English well, but translated with singular stupidity, this may be accounted for by the fact that their native tongue is a barbarous *patois* very different from the Urdu, which is of course the general vehicle of their instruction In Arithmetic they showed considerable skill, but were weak in Persian, History, and Geography

3rd class, 5

The third of five, all present, read and translated much better than the English examination of the second class had led me to expect They translated Urdu into English very awkwardly and knew no Grammar Three of the five new vulgar and decimal fractions. In Geography they all showed considerable intelligence

4th class, 11.

In the fourth class of the nine (out of 11) present, five read the old Primar very well and two fairly; seven knew compound division, only four had learnt the Geography prescribed

Jagadhri zil school (middle)

19 In this school I am glad to be able to report considerable improvement, last year the classes had suffered like those of many other zil' schools, from the headmaster's reprehensible laxity in carrying out the scheme

of studies In common with almost every other zil schoolmaster he had satisfied himself that the particular school in which he was in charge was to be an exception to all general rules This year, having dismissed that idea he has, as I was sure he would do, very greatly advanced the general condition of his classes

Mr Ghose head master

The reading and translation by the six boys of the first class was fair, with occasional mistakes in pronunciation but they translated Urdu into English but poorly and wrote a very indifferent dictation In History, Geography, Persian, and Arithmetic, they were up to the standard of the class

1st class, 6

2nd class, 9 Of the second class of nine the same remarks may be made, with the exception that little attention appears to have been paid to History or Geography

3rd class, 6 The six boys of the third class acquitted themselves well in reading English, Elementary Grammar, Geography and Arithmetic, but failed in Persian

4th class 12 The subjects prescribed for this class had all been properly attended to

20 The Rupar zil' school, to which Babu Jadu Nath was appointed on the removal of Inait-ul-Rahman, was in so bad a condition that it was unlikely to be able to recover itself in a single year The head master has, I think worked well to bring the school into something like form again, but he requires a greater belief in the wisdom of the superior Educational Officers, and more confidence in the correctness of the system which he is ordered to carry out, to make him into a really useful headmaster I do not think a zil' school can really be successful, *i e*, can produce large numbers of boys to pass the entrance, middle, and lower examinations, unless it be conducted in accordance with some definite well-understood scheme I myself think the Panjab zil' school scheme *is* excellent, and *will be* perfect as soon as the Primers, Grammars, &c, which are now wanting, shall be supplied But head masters generally do not appear to be of my opinion, and I think Babu Jadu Nath's classes have suffered somewhat from his inability to understand that he is only an instrument and not a motive power The Oriental studies of the school generally have suffered from the inability of Ganeshi Lal, the first Persian teacher, to do the work of the school (six hours daily) and at the same time discharge the duties of post-master I directed him to choose between the two branches of the public service, and as he preferred the Postal Department, his place has been filled up by a very diligent substitute, Suraj-ul-Haq, from the Rohtak zil' school

Rupar zil school (middle)

Babu Jadu Nath

Ganeshi Lal

Suraj ul Haq

Mithu Lal, the second English master, has worked well, he is a very worthy young man I have watched his progress since 1864 when he was an entrance candidate at Delhi, and always look on him as a very excellent specimen of the class to which he belongs

Mithu Lal

At my oral examination, in the first class five boys were present, of whom three had failed in the middle examination of December 1869 Their reading and translation were not at all as good as they should have been to induce a master to send them up for the middle examination, possibly in a year they may be fit, but great efforts on the part of the head master will be required to bring them up to the standard In Grammar they were pretty fair—far better than last year, but they require steady practice in parsing and general exercises In Arithmetic three boys worked a cube root correctly, the same three also understood the division of decimals, the other two failed in both These two were weak in Geography and History also, and the class generally was not half as well up as it should have been The two last boys in the class were in fact not up to the standard of the third class in Arithmetic and Geography

1st class, 5

The second class consisted of five boys, of whom four were present They had all been taught the English Second Reader, just introduced, very carefully by Mithu Lal, as was evident from their translation, and generally intelligent answers I fear, however, that the boys are too young for the class Their Translation of Urdu into English and their Grammar were very indifferent All but one failed in vulgar fractions, though none blundered in the division of decimals Their Persian was nearly up to the standard, but in Geography they knew nothing for which Ganeshi Lal, under the head master, is responsible.

2nd class, 5

Mithu Lal

Ganeshi Lal.

3rd class, 6.

The third class, five out of six of whom were present, failed in dictation, and, three were unable to work compound division—a rule they should have known 18 months before. In Persian they had read very little, but knew what they had read. In Geography they knew nothing, even of Hindustan. Jiwa Nand, their teacher in these subjects, is greatly to be blamed, as is the head master.

Jiwa Nand

4th class, 6.

The fourth class, which was formed on probation by the head master, passed with but one exception the lower examination. They had read some two-thirds of the very curt and inadequate Primer of the old series when I examined them in the middle of February.

Karnal zil' school (middle)

21. During the year Mr. O'Connor was head master from March till the middle of August, after which Maya Lal officiated (with a month's interval, during which Baldeo Sahai, the present head master was in charge) till the end of January. Fever prevailed to such an extent during the autumn that I was obliged to close the school, as there were neither boys to be taught nor the master to teach them; of course the school has suffered. The first class was promoted from the third class (most improperly) by Mr O'Connor in May, at the present time their studies are as follows: Geography up to the 3rd class standard, History up to the 2nd class, Persian up to half the 2nd class standard, in English reading, Transalation, and Grammar, they were very bad. Only one boy could work decimals; in Geography no boy had heard of Poland.

2nd class, 7
3rd class, 8

The 2nd class was in a similar state, the 3rd was hardly equal to a good first class lower school I left all the class on probation to pass the lower school examination on my visit a month later.

4th class, 6

The 4th class, formed 10 months before my examination, had yet not completed either their Persian, Arithmetic, or Geography. But three solved a compound long division sum correctly. The late head master, Mr.

Mr O'Connor.

O'Connor, is mainly responsible for the state of this school. But

Maya Lal and Baldeo Sahai

his successors, Maya Lal and Baldeo Sahai, are both also greatly to blame. From a desire to show a large middle school on paper, very young and unfit boys were promoted by Mr. O'Connor from the lower school, and neither Maya Lal nor Baldeo Sahai had afterwards the sense or the courage to rectify the evil. The progress report has been kept in a most unsatisfactory manner In June and July I found that the 2nd class did no translation and only four pages of Bostan; the entries for the whole year are equally unsatisfactory. These things should not occur, no excuse can be found for either Mr. O'Connor, Maya Lal, Baldeo Sahai, Abdula, Zulfkar Hosain, or Kazim 'Ali who officiated for Abdula for some time.

Simla zil' school (middle).

22. The school does not appear to have gained anything by the officiation of Mr. Scott during the year under report. The state of the classes in May 1870, a very short time after Mr Scott's most advantageous resignation, shows that he preferred to conduct the school in his own way, notwithstanding the many words and letters of advise I gave him from time to time, pointing out the necessity of adhering strictly to all orders from the offices of the Director and Inspector.

The 3rd class, 6.

The third class, the highest, consists of six boys All read First English Book (a dozen pages), pronouncing well, and translating with considerable intelligence They knew also the parts of speech, and wrote a good dictation; they worked a sum in the multiplication of fractions Half the class knew the Geography of Asia passably, but failed entirely in Persian.

4th class, 6.

The fourth class also consisted of six; two were absent; two had been learning English four years, the other two were Bengalis, the sons of a clerk. In English they were beyond the standard of the class, but in Persian were mere beginners; they all knew something about Asia, but nothing of Hindustan. The school being in the hills labours doubtless under comparatively heavy disadvantages, but it would have made a very different appearance, if it had not also suffered a far greater evil, viz., the indolent indifference of an indocile head master, followed as a natural consequence by a total lack of energy in all his subordinates.

Classes formed by the Inspector himself.

23 In concluding my remarks on middle schools, I may add that I have myself formed the four classes in every middle school in the Circle. I have written the names of every boy of every class in the log-book and attendance-book of the school, and have directed that no change shall be made till my next winter-visit. I regretted to have to take this step which was derogatory to the head masters, and most troublesome to myself, but my last year's experience has shown me that masters either cannot or will not use discretion in making promotions.

I may here mention that I have carried on this system in every Aided English school in the Circle, with (I think) but three exceptions.

24. I append a comparative table showing the numbers of names on the rolls of the four classes of all the zil' middle schools in the Ambala Circle:—

Name of school.	No. of class.				Total.
	I.	II.	III.	IV.	
Rohtak	9	12	10	12	43
Rewari	11	18	13	17	59
Jhajjir ... ... (closed).					
Bhowani	3	6	6	10	25
Jagadhri	6	9	6	8	29
Rupar	4	5	6	8	23
Karnal	...	7	20	13	40
Simla	...	...	8	9	17
Total	33	57	69	77	236

Lower schools connected with zil' schools.

25. The statement B contains all the necessary statistical information about the central and other branches, (*i. e.*, the lower departments) of zil' schools. It has been my object during the year to place all the schools of this class on the grant-in-aid system, and my proposals for the necessary modifications of the schools of Bhewani, Rohtak, and Ropar, have already received your sanction. The schools at Jagadhri and Simla are the only two in the Circle whose lower departments are not entirely on the grant-in-aid footing; and I have strong hopes that both will be properly constituted very shortly. I append the result of the lower examination conducted (by myself) in accordance with your Circular No. 123, dated 8th November 1869:—

Name of school (zil').	No. passed lower examination.
Rohtak	11
Rewari	12
Jhajjir	School closed.
Bhewani	8
Jagadhri	12
Rupar	6
Karnal	12
Simla	7
Total	68

Rohtak branches

26 As a sample of these important feeders to the middle schools, and through them to the higher school at Dehli, I give the establishment in full of the branches of the Rohtak school.

The Government grant is Rs 35 per mensem; subscription by the Municipality, Rs. 12 per mensem; fees Rs. 33

1. *Kaithan Branch.*

	Rs.	A.	P.
Yusaf Khan, head Persian teacher	12	0	0
Akbar 'Ali, 2nd " "	6	0	0
Two monitors	3	0	0
Rent	2	0	0
Bhisti and sweeper	1	0	0
Contingencies	0	4	0
Total	24	4	0

2. *Nagri Branch.*	Rs.	A	P.
Nathu Ram, 1st Nagri teacher	10	0	0
Harparshad, 2nd „ „	8	0	0
Bhisti and sweeper	1	4	0
Rent	2	8	0
Contingencies	0	4	0
Total	22	0	0

3 *Wast Branch.*	Rs.	A	P.
Inait-Ullah, 1st Persian teacher	8	0	0
Iftakhar-ud-Din, 2nd Persian teacher	7	0	0
Two monitors	3	0	0
Bhisti and sweeper	1	0	0
Rent	2	0	0
Contingencies	0	4	0
Total ...	21	4	0

These schools, with an average attendance of 191, at a cost of Rs. 70 per mensem, are very useful adjuncts to the main school. In the course of the year 20 very fairly grounded boys were entered either in the 4th class middle school or 1st class of the lower school from the branches. Yusaf Khan, of the Kaithan branch, deserves commendation; as also do Mr. Wade and his assistants for their constant visits of inspection to all the branches.

Yusaf Khan.

Mr. Wade.

Rewari branches (7 in number).

27. In these schools, seven in number, there are in all 291 names on the rolls; the monthly expenditure is Rs. 122.

Central branch.

(*a*). The central branch, or lower school proper, contains 11 boys, all of the first class. None could pass into the middle school. The school, which costs Rs. 10 per mensem, has been ruined by the neglect of my order in last year's annual report. English has been taught instead of Persian during the whole year under report. The master is an ex-pupil of the upper school named Piria Lal.

Kaithwara branch.

(*b*). In the Kaithwara branch 42 are collected by Abdul Vasa (Rs. 13), and 32 by Ram Chandra (Rs 7); there is a monitor on Rs. 2 per mensem. In the first class are 11 boys, in the 2nd 15, and the remainder in the 3rd. Two passed (the lower examination) into the middle school.

Bazazan branch.

(*c*). In the Bazazan branch there are 42 boys: first class 6, second 10, third 26. The teachers are—Abdul Aziz (Rs. 13), and a monitor on Rs. 4. The school was not in good order.

Mandi bazar branch.

(*d*). In the Mandi bazar branch there are 50 names on the rolls: 3 in the first class, 4 in the second, and 43 in the third. One passed the lower examination. The staff is—Nadir Husain, Rs. 12-8, and two monitors on Rs. 4 and 2-8 respectively.

Nalapur branch.

(*e*). In the Nalapur are 32 boys: 4 in the first class, 4 in the second class, and 24 in the third. The master is Altaf Husain, Rs. 8, with a monitor on Rs 2-8. Two boys passed the lower examination.

Gokal bazar branch.

(*f*). In the Gokal bazar school are 38 names on the rolls: 4 in the first class, 5 in the 2nd, and the rest in the third. The school is not in a creditable state. The staff is Abdul Husain (Rs. 9-8), and a monitor, Rs. 2-8.

Majawarwara branch.

(*g*). In the Majawarwara branch are 29 boys: in the first class 5, in the second 4, and the 3rd 20. One passed the lower examination. The master is Kasim Husain (Rs. 8), and a monitor, Rs. 2-8. The above is an abstract of my remarks on my last visit in March 1870. The branches were re-organized thus—

Name of branch.	Master's name.	Pay.		Monitors. No.	Monitors. Pay.		Rent.		Contingencies.		Total.	
		Rs.	A.		Rs.	A.	Rs.	A.	Rs.	A.	Rs.	A.
Central	Piria Lal	10	0	...	...	...	...	...	...	...	10	0
Kaithwara	Abdul Vasa	13	0	1	2	8	3	8	0	8	27	8
	Ram Chandra ...	8	0									
Bazazan	Abdul Aziz	14	0	1	4	0	2	0	0	8	20	8
Mandi bazar	Nadir Husain	12	8	2	6	8	2	0	0	8	21	8
Nalapur	Altaf Husain	12	0	1	2	8	2	0	0	8	17	0
Gokal bazar	Ala Husain	8	0	1	2	8	1	8	0	8	12	8
Majawarwara	Kasim Husain	8	0	1	2	8	2	0	0	8	13	0
Total ...	... ...	...	...	...	...	...	...	...	...	...	122	0

The head master of the main school and his assistants have not in my opinion looked after these branch schools as carefully as they ought to have done.

Jhajjir branches.

28. I have nothing to add to the column allotted to Jhajjir in statement B, except that the lower school, central, was in indifferent order, and the branches worse, when I visited the town. The school has, as has been detailed above, been closed.

Bhewani branches.

29. The principal branch is the central branch, consisting of two departments, viz., a Persian and a Hindi department. They cost about Rs. 32 per mensem. On March the 8th, 1870, I found 61 boys out of a roll of 108 in the Persian section, and 68 out of a roll of 69 in the Hindi section. The Hindi classes merely serve to collect little boys to be afterwards drafted into the Persian; it was singular that at a time of year when 45 per cent. of the Persian department were absent from sickness or at weddings, only one in 69 of the Hindi department was absent. I was obliged to point out to Hira Lal, the head master, whose notice this very singular fact had escaped, that one of three things must be admitted—(1) that the Persian students were shamming, or (2) the study of Hindi is healthier than of Persian, or (3) the Nagri register had been falsified. He promised that the book should for the future be more accurately supervised. Seven boys passed the lower examination. Eighty per cent. of the names on the rolls were those of very young boys just beginning the elements.

Lohar branch.

The Lohar or Municipality's branch was founded at my last visit; at present it contains some 75 children, all in the third class.

Jagadhri branches.

30. There are three branch schools connected with the main school. 102 boys are in the 1st, 123 in the 2nd, and 75 in the third. About 20 boys have been drafted into the lower main school. The number who can read and write in these schools is small, viz., six in the 1st, five in the 2nd, and seven in the 3rd; the rest are engaged learning the elements of Arithmetic as taught in Nagri indigenous schools. The schools are intended rather to collect very young children to be subsequently taught in the main school than to impart any (other than the most simple) instruction.

Lower school (not aided).

The lower school at Jagadhri* is not at present on the aided system; it contains 98 boys: 5 in the 1st class, 31 in the 2nd, and 62 in the 3rd. The classes are reported to be in good order by the Assistant Inspector, who examined them; I myself was called away on the date I had fixed for visiting the school to attend the Educational *jalsa* at Gurganwan.

Rupar branches.

Central branch.

31. The central branch or main lower school contains 65 boys, with an average attendance of about 48. Of the 65, 52 are in the 2nd and 3rd classes; all were beginners; of the 1st class my notes are as follows; "Of 13 were present 12; two wrote a good dictation in Urdu, four a fair one, and the remaining six a bad one. None could write in figures *one lakh three thousand and twenty*, though a few could do a long division (by 10)."

Hindi branch.

The Hindi branch has 93 names on the rolls, and during the year has drafted some 30 to the 1st class main (lower school).

Nagri branch.

The Nagri branch is a poor and almost useless appendage to the main school. With 30 names on the roll it could draft but one boy to the main school in 1869. It should be closed if no progress is shown at my next visit

* It is now 29th June 1870.

Urdu branch.

One Ghaus Muhammad collects 15 boys and teaches them to read and write. In the last year he sent three boys to the main school. These schools are supported by a municipal grant of Rs. 10 per mensem, private subscriptions *from villages outside Rupar*, Rs. 15 per mensem, and the Government grant of Rs. 23 per mensem.

Karnal branches.

32 At my examination in February I found the branch schools of Karnal generally in a most unwholesome condition. The state of the main school had prepared me somewhat for similar mismanagement of the branches. In some I found no visitor's books, though it is the duty of the head master of the main school to examine (and record his opinion of) every school once a month. In one school I found a false register. The successive head masters of the zil' school are chiefly to be blamed for this most unsatisfactory squandering of public money. I append an abstract of my notes :—

Mr. O'Connor, Maya Lal, and Baldeo Sahai.

"(*a*) The central branch contains 36 boys: in the 1st class five; four passed lower examination, and were entered. The master's (Hardwari Mal, Rs 20) register was falsified in many places, and especially was filled up to the 5th of March inclusive, though my examination was on the 4th!! The cost of this school, Rs. 41 per mensem, is more than double what it ought to be. The master was reduced Rs. 3 per mensem, and lost his pay for one month.

Central branch.

Qalandar branch.

"(*b*). In the Qalandar branch are 25 boys: five passed a good lower examination; the school costs Rs. 10 per mensem.

Paharganj branch.

"(*c*). No register has been kept in this school, which is most discreditable to Mr. O'Connor, Maya Lal, and all who have ever been in charge of the main school. There are 20 boys in the school, but none fit for a 1st class; the monthly cost of the school, Rs. 20-10, is far too high.

Sadr branch.

"(*d*). The sadr school contains 19 young beginners, and costs Rs 6-10 per mensem.

Rais branch.

"(*e*). Certain native gentlemen collected at the instigation of Major Parsons, the Deputy Commissioner, a sum of 800 rupees, which has been divided into three portions, to be expended in three years. Government gives a grant-in-aid of Rs 250 per annum. In the school I found a first class of four who all passed into the middle school. The expenditure is thus distributed—

	Rs.	A.	P.
Mugim-ud-Din	15	0	0
Abdul Razaq	10	0	0
Barqat 'Ali	6	0	0
Monitor	2	0	0
Rent and contingencies	5	0	0
Total ...	38	0	0"

Before leaving Karnal, I constituted the branches as follows :—

	Master's name.	Pay.	Monitors. No.	Monitors. Pay.	Rent and contingencies.		Total.	
		Rs.		Rs.	Rs.	A.	Rs.	A.
Central	Hardwari	17	2	3	7	0	37	0
	Muhammad	10						
Qalandar	Karim-ud-Din	12	3	4	0	10	16	10
Paharganj	Ilahi Baklish	7	3	4	2	10	20	10
	Harbans	7						
Sadr ...	Jahangir	5	1	1	0	10	6	10
Total ..	... ...	...	9	...	...	.	80	14

Simla lower school (central).

33. This school is not aided under rule XIV. It contains about 56 boys, with an average attendance of 44 Of the first class of eight none were fit to pass the lower examination. As a special case, in a hill station, I admitted them to the middle school; boys will not stay long in a section of a school in which no English is taught in a place like Simla, where a very little knowledge of English writing and reading will qualify a boy for bill-writing in the bazar. The two lower classes were filled with mere beginners.

The branch of the Simla zil' school, on the plan of a village school, is "supported by contributions of Native merchants and others aided (under Art V) by Government The present number on the rolls is 36, to-day, however only 21 are present, which is somewhat above the average attendance

The branch

"The expenditure is as below—

	Rs	A	P
"Munshi Moti Ram . .	10	0	0
Rent .	10	0	0
Water-bearer and sweeper	1	8	0
Contingencies	0	8	0
Monthly total	22	0	0
Less by sub rent of part of the building .	3	5	4
	18	10	8

"No boy in the school had a notion of reading except a lad from the plains who had learnt some six or seven months in the lower school at Jagadhri They were equally ignorant of writing The four boys of the seventh class knew something of their tables and of the Geography of the Panjab"

The master was warned that the school would be presently re-examined when, unless considerable improvement should be shown, he would be at once removed

34 The buildings of the schools in the Circle were for the most part in good repair, the amounts sanctioned for the year's repairs had either been spent or were spending at my last visit. Mr Scott complained bitterly of the state of the Simla head master's house and wrote to his successor to deter him from coming, describing the house as unfit for human habitation Mr Carbery his successor finds but very little fault with the building, stating that with the exception of a few small leaks there is nothing the matter with it Mr Scott's false complaints cannot be too severely reprehended The boarding house in connexion with the school is in need of considerable repairs, the Deputy Commissioner will be addressed on the subject

Zil' school buildings.

Simla master's house

Boarding house

35 To conclude this report on the zil' schools of the Ambala Circle I append a list of the scholars sent in to the Dehli zil' school from the District schools zil and Aided English The list would have, with more propriety, been appended to article 24 All the boys are of course reading in the Dehli upper school

Name	Class in Dehli	Stipend	From school	Remark by Head master, zil' school, Dehli
		Rs		
Ganga Ram .	3rd upper	5	Jagadhri	Very good
Deoka Nandan	"	6	"	Good
Gholam Muhammad	"	6	"	Industrious.
Mansa Ram	"	5	Rupar	Good
Ram Chand	"	5	Jhajjar	Good in English only
Nanak Ram	1st upper	4	Rewari	Promising
Lachhmi Narayan	"	5	"	"
Ram Lachhman	"	5	"	Very promising
Nathu Ram	"	5	"	Sickly
Harkaru Das	2nd upper	5	"	Promising
Sham Karan	"	5	"	Very promising
Ram Partap	"	5	"	Sickly
Dhan Singh	"	5	"	Very promising
Madan Lal	,	4	,	Promising
Harkans Rai	3rd upper	5	"	No good
Lalji Mal	"	5	"	Good
Sri Ram	2nd upper	5	Karnal	Promising
Hari Ram	"	5	"	"
Lachhmi Chand	"	5	"	Very promising
Mohr Singh	3rd upper	5	Rohtak	Good in English only
Badri Parshad	"	5	,	Promising
Brihn Dat	"	5	Kaithal	Special cases, allowed to join upper school without passing M E
Molak Ram	"	5	"	

SECTION II

B TOWN SCHOOLS.

General. 36. The general statistics of these schools will be found in the appended statements C and D; D containing the Aided town schools.

Town schools The examinations, on which this report is founded, are—the sadr examination held in the beginning of the calendar year, and the oral examinations of the Inspector and Assistant Inspectors. The results of their examinations have already been forwarded to your office, and thence to the local Officers. I proceed to treat of the several Districts one by one.

Dehli District

Dehli town schools 37 Of the town schools, Dehli District, the abstract (*a*) and (*b*) herewith appended will show the relative states of the schools now and a year ago.

(*a*). *Sadr examination.*

1868-69.					1869-70.				
Number of candidates.	Number passed.	Grade.			Number of candidates.	Number passed.	Grade.		
		I.	II.	III.			I.	II.	III.
23	17	0	9	8	18	12	0	8	4

(*b*). *Oral examination*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
59	10	86	17

Town schools, Dehli District

General In this District there are 4 town schools, containing in all 347 pupils At the sadr examination of the senior classes, 12 out of 18 passed, 8 in the 2nd and 4 in the 3rd grade. At the oral, of the 4th, 5th, and 6th classes, 17 out of 86 in all subjects.

Town school, Arabsarai. 61 pupils. At the sadr examination, 2 out of 3 passed—1 in the 2nd grade. At the oral, only 2 in all subjects out of 32. Reading and dictation good. Arithmetic, especially in the 6th class, not good. Geography and History not well taught. Considerable improvement found on subsequent visits.

Town school, Balabgarh. 90 pupils. At the sadr examination, 3 passed out of 5 examined, all in the 2nd grade. At the oral, of the junior classes, 4 out of 14 in the Persian, and 2 out of 7 in the Nagri classes. Good in all subjects except Geography and History

Faridabad. 94 pupils. At the sadr examination, 3 passed out of 6 in the 2nd grade At the oral, of the 4th, 5th, and 6th, and 1st, 2nd, and 3rd Nagri, 3 out of 22 in the former, and 2 out of 4 in the latter 5th and 6th classes failed in Geography. Want of discipline in the school. Drew the attention of the teacher and the Chief Muharrir to this subject.

Najafgurh 110 pupils At the sadr examination, all 4 candidates passed, 2 in the 2nd grade. At the oral, 4 out of 9. 6th class Persian not well taught In the Nagri upper classes, 6 out of 14 passed. The 3rd Nagri knew nothing of Geography.

C. Village Schools.

Village schools; general.

The general statistics of these schools will be found in the statement marked E of the appendix. The examinations are the same as for town schools.

Dehli.

Of the village schools of the Dehli District, the abstract (*a*) and (*b*) herewith appended will show the relative states now and a year ago.

(*a*). *Sadr examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
5	3	1	0

(*b*). *Oral examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
59	10	86	17

There are 35 village schools, containing 1,104 pupils. The Mehrauli school is the only village school in the District which sent a pupil to the sadr examination who did not pass. At the oral examination in this District, of the 4th, 5th, and 6th classes Persian, and 1st, 2nd, and 3rd Hindi, 154 boys were present, of which number 136 passed in reading, 117 in dictation and Arithmetic, and 49 in all subjects. Several schools were found weak in Geography and History.

D. Female Schools.

In this District there were 10 schools, containing 156 girls, 83 Mussalmans learning Urdu, 73 Hindus learning Nagri; 2 schools were abolished, the schools being merely nominal. On my visiting one of these schools I found a Brahman who had collected a few of his own female relations together for examination. No school really existed. Another nominal school in the District of the same character was also abolished. The best Urdu schools are those at—

1. Nizam-ud-Dīn near Dehli, containing 20 girls.
2. Batasha-ki-Galli in Dehli, containing 17 girls.

The best Hindi school is the one at—

3. Balabgarh, containing 17 girls. About a third of the girls in these three schools can read an easy book pretty fluently, and the rest are mere beginners. Shahzada Mirza Illahi Bakhsh is the patron of Nizam-ud-Dīn's school. Some of the members of his family attend the school. The girls in this school are more advanced than those of the other girls' schools in the District in Geography Arithmetic, and penmanship The school at Batasha-ki-Galli is also doing well. Two of the senior pupils would make good pupil teachers, but their parents object to their going out, anywhere, of their muhallah, till they get married. The number of girls' schools at Dehli is too small for so large a city.

The Balabgarh school is taught by an old Brahman and his wife. About half of the girls can read, and rest knew the letters of the alphabet. Arithmetic and Geography have not yet been introduced.

Gurgaon District.

Gurgaon town schools.

38 Of the town schools, Gurgaon District, the abstract (*a*) and (*b*) herewith appended will show the relative states of the schools now and a year ago.

(*a*). *Sadr examination.*

1868-69.					1869-70.				
Number of candidates.	Number passed.	Grade.			Number of candidates.	Number passed.	Grade.		
		I.	II.	III.			I.	II.	III.
39	17	1	5	11	23	15	0	2	13

(*b*). *Oral examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed
46	9	60	41

Town schools, Gurgaon District

In this District there are four Grant-in-aid town schools, containing in all 477 pupils. At the sadr examination 15 out of 23 passed, 2 in the 2nd grade, and 13, 3rd grade, and at the oral examination, 41 passed in all subjects out of 60 examined.

Town school, Firozpur Jhirka

90 pupils. At the sadr examination three out of seven passed, one in the 2nd and two in the 3rd grade, and at the oral of the junior classes 10 out of 15.

Town school, Sohna.

90 pupils. At the sadr examination three out of four, all in the 3rd grade, and at the oral, junior classes, 5 out of 15.

Town school, Farrukhnagar.

83 pupils At the sadr examination three out of five, all in the 3rd grade, and at the oral, 6 out of 10.

Town school, Palwal.

214 pupils At the sadr examination, six out of seven, 2nd grade, the rest 3rd grade. At the oral, 20 out of 30. This school is in a satisfactory state, as also its branches

C. VILLAGE SCHOOLS

General.

The general statistics of these schools will be found in the statement marked E of the appendix. The examinations are the same as for town schools.

Gurgaon.

Of the village schools of the Gurgaon District, the abstract (*a*) and (*b*) herewith appended will show the relative states now and a year ago.

(*a*). *Sadr examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
13	4	5	2

(*b*) *Oral examination.*

1868-69.		1869-70	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
305	48	169	97

There are 46 village schools, containing 1,511 boys, and one Grant-in-aid with 31 pupils, in all 1,542 pupils The Hassanpur school sent five pupils to the sadr examination, of whom two passed in the 3rd grade. At the oral examination 169 boys were present The average number passed in reading, dictation, and Arithmetic, was 153, and in all subjects 97. The general results satisfactory.

D FEMALE SCHOOLS.

In this District there are 13 Government girls' schools, containing 235 girls, and three Grant-in-aid, containing 62 ; in all 297 pupils

At Rewari there is a good school, in which a fair proportion of the girls can read, while the rest know or are learning the letters At Farrukhnagar there are two very interesting schools for Muhammadan girls The schools are attended by girls some of whom are related to the late Nawab of Farrukhnagar, and the rest are dependants or friends of the family The Gulistan is read in these two schools Several of the girls read remarkably well, and know something of Geography, as well as of elementary Arithmetic.

At Palwal I found a school not open to inspection It has been closed since it was visited by the Assistant Inspector.

Karnal District

39 Of the town schools, Karnal District, the abstract (*a*) and (*b*) herewith appended will show the relative states of the schools now and a year ago.

(*a*). *Sadr examination*

1868-69.					1869-70.				
Number of candidates.	Number passed.	Grade.			Number of candidates.	Number passed.	Grade.		
		I.	II	III.			I.	II.	III.
30	16	2	4	10	22	16	1	1	14

(*b*). *Oral examination*

1868-69		1869-70	
Number of candidates.	Number passed.	Number of candidates	Number passed
50		52	14

Town schools, Karnal District

In the Karnal District there are three town schools, containing 514 boys—

Panipat, pupils	...	. .	. .	144
Kythal do.	...	...	...	253
Pundri do.	...	...	...	117
				514

At the sadr examination, senior classes, 16 passed out of 22 examined; and at the oral junior classes, 4th, 5th, and 6th Persian, and 1st, 2nd, and 3rd Hindi, 14 passed in all subjects out of 52 examined The schools generally were weak in History and Geography, and some in Arithmetic. Serviceable maps were not found in all the schools, nor the class books on History. A larger proportion of the teachers are deficient in education than in other Districts.

Town school, Panipat

Panipat school, 144 pupils At the sadr examination, 3 examined, all passed, one in the 1st grade; and at the oral, junior classes, 4th, 5th, and 6th, 2 out of 19. Weak in Arithmetic, History, and Geography.

Town school, Kythal.

Kythal school, 253 pupils At the sadr examination, 9 passed out of 13 examined, one in the 2nd grade, and the rest in the 3rd grade; and at the oral, junior classes, Persian, 5 out of 13, and 2 out of 17 in Hindi. Weak in Arithmetic, Geography, and History.

Pundri town school.

Pundri school, 117 pupils. At the sadr examination, 4 out of 6 passed, all 3rd grade; and at the oral, 5 out of 8. The 7th and 8th classes are in a satisfactory state.

C. Village Schools.

The general statistics of these schools will be found in the statement marked E of the appendix The examinations are the same as for town schools

Of the village schools of the Karnal District, the abstract (*a*) and (*b*) herewith appended will show the relative states now and a year ago.

(*a*). *Sadr examination.*

1868 69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
6	3	3	3

(*b*). *Oral examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
260	11	210	38

Village schools

There are 49 village schools, containing 1,093 boys The Hatwala school sent 3 pupils to the sadr examination, all of whom passed in 3rd grade. 210 boys of the 4th, 5th, and 6th Persian, and 1st, 2nd, and 3rd Hindi, were present at the oral examination, of whom 173 passed in reading, dictation, and Arithmetic, and only 38 in Geography and History.

D. FEMALE SCHOOLS.

In this District there are nine Government girls' schools, and four Grant-in-aid. In the former there are 162 girls, and in the latter, 76, total 238 Several of the schools are not open to inspection.

I found at the Barisal school four girls who could read very fairly, and also at Kythal a few. Some neat specimens of needle-work were shown to me at the girls' school at Kythal. The attendance also was very good. Upon the whole in this District schools exist, but they need looking after.

The Deputy Commissioner's remarks on town schools.

The Deputy Commissioner Karnal remarks that "there is a slight decrease from ordinary causes in the aggregate attendance of pupils at the town schools. As regards tuition, the state of these schools is, I think, satisfactory.

Village schools.

"Nine inefficient village schools were abolished, and five new ones were opened during the year. On the whole there is considerable improvement as regards attendance of pupils, and I think that in other respects also, attendance to the Director's scheme of studies, &c., there is also general improvement since the appointment of Girdhari Lal, Chief Muharrir.

Female schools.

"There has also been a better attendance at the girls' schools, and some of them have made progress in the matter of tuition. I quite recently visited two of the girls' schools at Kythal, where a few girls in each school read fairly."

Hissar District.

40 Of the town schools, Hissar District, the abstract (*a*) and (*b*) herewith appended will show the relative states of the schools now and a year ago.

(*a*). *Sadr examination.*

1868-69.					1869-70.				
Number of candidates.	Number passed.	Grade.			Number of candidates.	Number passed.	Grade.		
		I.	II.	III.			I.	II.	III.
...	...	...	...	...	3	3	0	0	3

(*b*). *Oral examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
16	5	20	8

Town schools, Hissar District.

There is only one town school in this District, containing 64 pupils 3 candidates came to the sadr examination, all passed in the 3rd grade; and at the oral examination out of 11 in the Persian department, 6 passed in all subjects; and out of 9 in the Hindi 2.

C. VILLAGE SCHOOLS.

The general statistics of these schools will be found in the statement marked E of the appendix. The examinations are the same as for town schools.

Of the village schools of the Hissar District the abstract (*a*) and (*b*) herewith appended will show the relative states now and a year ago.

(a) *Sadr examination.*

1868-69		1869 70	
Number of candidates.	Number passed.	Number of candidates.	Number passed
		2	2

(b) *Oral examination*

1868 69		1869 70	
Number of candidates.	Number passed.	Number of candidates.	Number passed
81	14	69	23

Village schools.

There are 16 village schools, containing 586 boys The Hansi school sent two boys to the sadr examination, both passed in the 3rd grade At the oral examination 69 boys were present, and 23 passed in all subjects Geography and History were not well taught in the schools

D FEMALE SCHOOLS

There is only 1 Grant-in-aid school at Hissar It contains 14 girls on the rolls A Brahman teaches, 5 girls could read pretty fairly in Hindi

Deputy Commissioner's remarks

The Deputy Commissioner Hissar remarks —"There has been a decrease of 3 village schools during the year under review, namely, at Jamalpur, Kharrak, and Bhirana, owing to want of adequate provision in the sanctioned Budget

"The daily average attendance in the village schools has decreased by 105 This is partly to be attributed to the abolition of 3 schools, as already stated, and also to the famine and sickness which rendered the year an exceptional one

"During my circuit in the cold season I lost no opportunity to hold examinations of the various schools on my route, and the Tahsildars have likewise more or less exerted themselves in this matter, especially Jydial Singh of Hissar

"In conclusion, I beg to notice that Pandit Umar Nath, the new Chief Muharrir, has conducted his duties in a satisfactory manner"

Rohtak District

Rohtak town schools.

41 Of the town schools, Rohtak District, the abstract (a) and (b) herewith appended will show the relative states of the schools now and a year ago

(a) *Sadr examination.*

1868-69					1869 70				
Number of candidates.	Number passed	Grade			Number of candidates	Number passed.	Grade		
		I	II	III			I	II	III
20	12	0	3	9	12	4	0	1	3

(b) *Oral examination*

1868 69		1869 70	
Number of candidates.	Number passed.	Number of candidates.	Number passed
80	34	77	36

General

The Rohtak District contains 3 town schools, containing 366 boys At the sadr examination 4 passed out of 12 examined, 1 in the 2nd grade, and the rest in 3rd grade At the oral examination 36 passed out of 77 This District has the best Nagri school in the Circle, that of Bahadargarh, containing 104 boys

Gohanah town school

103 pupils At the sadr examination 1 passed out of 4, and at the oral of the junior classes, 10 out of 13 examined, and in the Hindi department, 3 out of 7

Bahadargarh town school

151 pupils At the sadr examination 1 passed out of 3, and at the oral of the junior classes, Persian department, 2 out of 11 In the Nagri department, out of 21 examined 14 passed The Hindi master Jawahar Lal, is one of the best, if not the best, Hindi master in the Circle Out of 144 pupils in this town school 104 are in the Nagri department Every class in this department is in a satisfactory state

Mihm town school

112 pupils At the sadr examination out of 5 examined 2 passed, 1 in the 2nd grade, and at the oral, 7 out of 25 In the Nagri department, none passed

C. Village Schools

Village schools, general

The general statistics of these schools will be found in the statement marked E of the appendix The examinations are the same as for town schools.

Of the village schools of the Rohtak District, the abstract (*a*) and (*b*) herewith appended will show the relative states now and a year ago

(*a*). *Sadr examination*

1868-69		1869 70	
Number of candidates	Number passed	Number of candidates.	Number passed
6	3	7	0

(*b*) *Oral examination*

1868-69		1869 70	
Number of candidates.	Number passed	Number of candidates.	Number passed
288	71	202	78

Sadr examination

There are 32 village schools containing 1,205 boys The Asaunda school sent three boys to the sadr examination, Kanaunda two, Kharkhoda one, Badli one. None passed.

Oral examination

202 boys were present at the oral examination, of whom the average number passed in reading, dictation, and Arithmetic, was 159, and in all subjects 78.

D. Female Schools.

Female schools.

In this District there is one Government and one Grant-in-aid girls' school, in the former, 10 pupils, and in the latter, 18, in both 28. Both these schools need looking after The Bahadargarh school has improved. Last year no girl knew the alphabet. Now out of 12 I found 4 who can spell and pronounce words of five letters. Bahadar 'Alí Khan, who was originally the patron, seems to have given up all interest in the school. A reward of Rs. 6 recommended.

The Deputy Commissioner's remarks

The Deputy Commissioner Rohtak remarks:—"In the town schools there has been an increase of 27 boys in the aggregate number, and of 25 boys in the daily average attendance.

"Although three village schools have been closed during the current year owing to the budget provision having been reduced by the Director of Public Instruction, still there has been an increase of 54 boys in the aggregate number, and of 113 boys in the daily average attendance.

"The Tahsildars continue to supervise the schools situated in their respective tahsíl jurisdiction as far as they are able."

Sirsa District.

Sirsa town schools.

42. Of the town schools, Sirsa District, the abstract (*a*) and (*b*) herewith appended will show the relative states of the schools now and a year ago.

(*a*). *Sadr examination.*

1868-69.					1869-70.				
Number of candidates.	Number passed.	Grade.			Number of candidates.	Number passed.	Grade.		
		I.	II.	III.			I.	II.	III.
...	...	...	...	...	...	...	...	...	...

(*b*). *Oral examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
...	...	...	...

General.

There is only one town school in the District, containing 145 pupils. No candidate was sent to the sadr examination.

C. Village Schools.

Village schools; general.

The general statistics of these schools will be found in the statement marked E of the appendix.

The examinations are the same as for town schools.

Of the village schools of the Sirsa District the abstract (*a*) and (*b*) herewith appended will show the relative states now and a year ago.

(*a*). *Sadr examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed	Number of candidates.	Number passed.
..	..	...	...

(*b*). *Oral examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
...	...	...	...

There are 10 village schools, containing 583 pupils.

This District was not inspected, as the schools had been closed on account of much sickness prevalent both among the pupils and the masters of the schools during the cold weather. For three months only one-fifth of the number had been present, and in November still less.

Deputy Commissioner's remarks

The Deputy Commissioner remarks regarding the village and girls' schools:—"The village schools are 10 in number In point of attendance, progress, and efficiency, the Fazilka, Ellenabad, Rori, and Rania schools are the foremost The other schools at Hasla, Abohar, Saranwa, Dabwali, Sohowala, and Jodhka, are of minor importance.

"At the close of the year 583 boys attended the village schools, 294 study Urdu, and 289 Nagri. Monthly average attendance 459, or 46 boys in each school. I find a decrease of attendance of 46 boys compared with the previous year. The cause of this is the famine and sickness which prevailed during a portion of the year, and thinned the lower orders forming the agricultural population of the District.

"Almost all these schools were visited by me during my last cold weather tour in the District. The Assistant Commissioner, Mr Wilkinson, and Extra Assistant Commissioner, Mithan Lal, and the Tahsildars, also inspected some of them. From all that has come to my observation, I gather that some progress has been made, bearing in mind the exceptional character of the year, especially in regard to agriculturists. Owing to the paucity of attendance, Government assistance towards the support of the three vernacular female schools was withdrawn from December last Two of these schools have, however, again been opened under the auspices of the Sirsa Municipality. I am glad to find from their report and the report of the Tahsildar of Sirsa that these two institutions are making fair progress. The number of girls at the close of the year was 53. 25 girls attend the Rania school, and they are said to have made fair progress."

Ambala District.

43 Of the town schools, Ambala District, the abstract (*a*) and (*b*) herewith appended will show the relative states of the schools now and a year ago.

(*a*). *Sadr examination.*

1868-69.					1869-70.				
Number of candidates.	Number passed.	Grade.			Number of candidates.	Number passed.	Grade.		
		I.	II.	III.			I.	II.	III.
37	21	0	5	16	42	24	1	6	17

(*b*). *Oral examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
125	40	155	93

Town schools, Ambala District.

General. In the Ambala District there are 8 town schools, containing 853 boys. At the sadr examination, 24* passed out of 42 examined, of whom 1 passed in 1st grade, 6 in the 2nd grade, and the rest 3rd grade, and at the oral District examination, 90 out of 155 examined.

Town schools individually.

Shahabad. Shahabad, 136 pupils. At the sadr examination of the same classes out of 11 examined 6 passed, of whom 3 were in the 2nd grade, and 3 in the 3rd grade; and at the oral examination, 17 out of 22 in all subjects.

Thanesar. Thanesar, 114 pupils. At the sadr examination 2 were examined, both passed 3rd grade; and at the oral, 15 out of 18 examined in all subjects.

Buria. Buria, 113 pupils At the sadr examination 2 passed 3rd grade out of 4, and at the oral, 11 out of 19 examined.

Sadhaura. Sadhaura, 146 pupils. At the sadr examination 5 passed out of 10, of whom 1 was in the 1st grade, 3 in the 2nd grade, and 1 in the 3rd grade; and at the oral, 21 passed out of 33 examined. Upon the whole the result was creditable to the school.

Mani Majra. Mani Majra, 72 pupils. At the sadr examination none passed out of 2 examined; and at the oral, 12 out of 17.

Murandah. Murandah, 90 pupils. At the sadr examination, 4 examined, all passed, 1 in the 2nd grade; and at the oral, 7 out of 19.

Bharili. Bharili, 112 pupils. At the sadr examination, 4 examined, all passed 3rd grade; and at the oral, 11 out of 22.

Babial. Babial, 70 pupils. One passed out of 6 at the sadr examination; and at the oral, 11 out of 22 examined.

C VILLAGE SCHOOLS.

The general statistics of these schools will be found in the statement marked E of the appendix.

The examinations are the same as for town schools.

Of the village schools of the Ambala District, the abstract (*a*) and (*b*) herewith appended will show the relative states now and a year ago.

* This number does not include 3 teachers who passed the examination

(*a*). *Sadr examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
27	14	40	10

(*b*). *Oral examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
465	155	391	176

There are 68 village schools, containing 3,008 boys. 14 schools sent up 40 boys to the sadr examination, of which number 10 passed. At the oral district examination, the average number of boys who passed in all subjects except History was 176, and in all subjects 43.

D. Female Schools.

Female schools.

There are 11 girls' schools in this District, containing 293 pupils, with an average attendance of 257. The schools are under the superintendence of a Muhammadan Sub-Inspectress. The Deputy Commissioner's report gives no particulars as regards what is being done in these schools.

Deputy Commissioner's remarks on town and village schools

The Deputy Commissioner remarks:—"The Pehoa, Radaur, Kalal Hatti, Sialba, and Mulana schools have also fulfilled the conditions of town schools; but as the sanction to raise them to that grade has not been received, they have not been reckoned as town schools. Though the number of village schools has been decreased owing to the revision of Budget sanction, yet the schools are fairly progressing, and in a flourishing state, one school only short of sanction, which will shortly be opened.

The Chief Muharrir has inspected the schools three times each by himself, and a fourth time in company with the Inspector and Assistant Inspector of Schools; he has given me every satisfaction.

"The system of inspection by the Chief Muharrir has worked well."

Ludiana District.

44 Of the town schools, Ludiana District, the abstract (*a*) and (*b*) herewith appended will show the relative states of the schools now and a year ago.

(*a*). *Sadr examination.*

1868-69.					1869-70.				
Number of candidates.	Number passed.	Grade.			Number of candidates	Number passed.	Grade.		
		I.	II.	III.			I.	II.	III
34	17	0	3	14	53	25	0	1	24

(*b*) *Oral examination.*

1868 69		1869 70	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
159	30	127	20

Town schools, Ludiana District

General

In this District there are 7 town schools—

Jagraon	199	pupils.
Raikot	173	„
Gujarwal	53	„
Dharru	51	„
Khana Kalan	111	„
Machhiwara	64	„
Raipur	60	„
Total	721	„

At the sadr examination out of 53 candidates 25 passed, 1 in the 2nd grade and 24 in the 3rd

At the oral district examination, out of 106 examined 30 passed in all subjects

Town schools individually, Jagraon

In the Jagraon school 199 pupils. At the sadr examination, 5 out of the 17 passed, all in the 3rd grade, and at the oral examination of the 4th, 5th, and 6th classes, Persian 3 out of 15 The pupils of the school were weak in History, and the 4th and 5th classes also in Arithmetic.

Raikot

Raikot 173 boys At the sadr examination 5 were examined and all passed in the 3rd grade, and at the oral, 10 out of 19 passed in all subjects

Gujarwal

Gujarwal 63 pupils At the sadr examination, out of 3 examined 1 passed, and at the oral, 7 out of 12 in all subjects.

Dharru

Dharru 51 pupils At the sadr examination out of 2 examined 1 passed, 3rd grade, and at the oral none passed out of 9 examined in all subjects. The boys were weak in History and Geography

Khana Kalan.

Khana Kalan 111 pupils Three passed 3rd grade out of 5 examined, and at the oral, 9 out of 17 in all subjects

Machhiwara.

Machhiwara 64 pupils Six passed 3rd grade out of 14 examined, and at the oral junior classes, only 1 out of 18 in all subjects

Raipur

Raipur 60 pupils At the sadr examination 4 out of 7 passed in the 2nd grade, and at the oral, out of 16 examined none passed

C VILLAGE SCHOOLS

The general statistics of these schools will be found in the statement marked E of the appendix.

The examinations are the same as for town schools.

Of the village schools of the Ludiana District, the abstract (*a*) and (*b*) herewith appended will show the relative states now and a year ago.

(*a*). *Sadr examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
17	6	40	11

(*b*). *Oral examination.*

1868-69.		1869-70.	
Number of candidates.	Number passed.	Number of candidates.	Number passed.
383	113	335	97

General Village schools.

48 schools, containing 1,224 boys. 15 schools, including the Ludiana Grant-in-aid school, sent up 40 pupils to the sadr examination, of which number 11 passed, viz :—

3 from Jaspal Bangar.
2 „ Ghungrana.
1 „ Hatar.
2 „ Sawadi.
1 „ Tihara.

At the oral district examination of the 4th, 5th, and 6th, 335 boys went up to the examination. The average number passed in reading, Arithmetic, and dictation was 234. In Geography 172. In all subjects 97.

D Female Schools.

There was only 1 girls' school in this District, containing 21 pupils.

There were 14 present at the examination. One could read pretty well; 4 knew the alphabet; the rest knew nothing.

The school was subsequently closed by the Deputy Commissioner

Deputy Commissioner's remarks on town, village, and girls' schools

The Deputy Commissioner remarks :—"The number of these schools were reduced in 1869-70 from 67 to 47, consequent on the issue of Director's Circular 22, dated 4th March 1869 The reduction in the number of these schools accounts for the number of scholars (which in 1868-69 were 1,514) being in the year under report 1,166 only.

"The total number of boys, who are being educated in the Government schools of this District, and the proportion of agriculturists and non-agriculturists, are exhibited in the subjoined tabular statement :—

Schools.	Year.		Scholars.					
			Agriculturists.		Non-agriculturists.		Total.	
	1868-69.	1869-70.	1868-69.	1869-70.	1868-69	1869-70.	1868-69.	1869-70.
Town	7	7	383	387	417	336	800	723
Village.....	67	47	1,126	807	388	359	1,514	1.166
Total.....	74	54	1,509	1,194	805	695	2,314	1,889

"Of the total number of boys under inspection, 1,029 are Hindus, 510 Muhammadans, and 350 of other tribes.

"12 of the 13 schools of this description were abolished in February 1869 with the knowledge and permission of the Director of Public Instruction, at the suggestion of Mr. Inspector Willmot, as these schools were making no progress whatever; the only female school that has been retained is at Tihara, a large village in the extreme corner of the Jagraon Tahsīl, on the confines of the Ferozepur District and banks of the Satlej river The number of girls in this school are 21; the whole of these girls are Muhammadans, 10 the daughters of agriculturists, 11 the daughters of non-agriculturists.

"This school has been in existence now four years."

Simla District.

Village schools.

45. There are three village schools, containing 88 pupils on the rolls, with an average attendance of 74.

Kalka school.

On the rolls 39; present 26. 4th class. Only one boy in this class, who acts as a monitor, and gets Rs 2 per month. He has read the whole of the Gulistan He passed in reading, dictation, and Geography; but failed in Arithmetic, History, and Grammar.

5th class. No boy in this class.

6th class Containing eight boys. All passed in reading and dictation, six in Arithmetic, one in Geography, and five in Grammar. In all subjects one boy named Nanka.

7th class Consisting of eight boys. They had read only two pages of the Khaliqbari and 12 of Pandsudmand.

8th class. Consisting of 12 boys, who are learning the alphabet. There were also four boys and one girl learning to read Nagri.

In this school the old book of Arithmetic, Mubadī-ul-hisāb, long out of use in other schools, is still the text book. The teacher was not at Kalka and I was told that he had obtained leave for three weeks. The school does not seem to be doing well. From 55 on the rolls, the number has come down to 39. The scheme of studies is not attended to. The school is evidently suffering from want of zeal and diligence on the part of the teacher.

Kakar Hatti school.

On the rolls 19; present 13. 3rd class. One pupil; passed in every subject; acts as a monitor, for which he is qualified.

4th class. No boys on the rolls.

5th class. Two boys; both absent when I visited the school.

6th class. No boys on the rolls.

7th class. Four boys; Urdu 1st book read and explained very fairly, and repeated the "paharas."

8th class 13 on the rolls; 8 present. Read Tashīl-ut-t'alīm satisfactorily, and repeated the paharas.

The teacher was present at his post, when I visited the school, without giving previous notice. He seems to take pains. The school has sent out four pupils, who have obtained employment on salaries varying from Rs 15 to 7.

Kôt Khai school.

Kôt Khaī school, not inspected.

JAIL SCHOOLS.

Dohli jail school.

46. There are 66 men and boys under instruction. 22 men were examined in reading; eight read fluently, and one could do an easy dictation; 13 pretty well, and one failed. In elementary Arithmetic three were fair, and in the map of Panjab only one. There was too large a number of mere beginners; but one teacher cannot be expected to instruct efficiently 66 men.

Karnal jail school.

There were 63 men and boys under instruction in the month of March. This school needs to be more frequently visited by the Chief Muharrir.

Rohtak jail school

There were 101 prisoners under instruction 25 learn Urdu and 76 Nagri Six could read easy Urdu pretty fairly, and could write words of three or four letters; the rest are mere beginners. Four could read easy Nagri, and write a very simple dictation.

The school has improved. The alphabet has, since my last visit, been taught by means of a black board, as I recommended on that occasion.

Hissar jail school

In the jail school there were 52 prisoners. At the examination held by the Assistant Inspector, 14 men could read an easy book in Hindi, and two in Urdu. The rest were mere beginners. The Assistant Commissioner also examined the school a month after. He found two who could read and write, and six who could read fairly, and three badly; three knew the letters well

Sirsa jail school.

The Deputy Commissioner reports that in the jail school 72 read Urdu and Persian books, and 46 Nagri, being the books of the 7th and 8th classes in the curriculum.

Ambala jail school

1st class.

The jail school consists of 318 prisoners, of whom 136 learn Nagri, and 182 Persian. In the Persian department there are three classes In the first class are *five* pupils, who are instructed in the subjects taught in the *sixth* classes of village schools. All solved a division of money quite correctly. Two wrote a very good dictation, and the rest a very creditable one. *Three* read an account of the proceedings of the Dehli Anjuman, unseen before, very well, and the other two very fairly

2nd class.

In the 2nd class there were *six* prisoners, of whom four could write short words, *all* could read easy Urdu like Panjab Singh.

3rd class.

In this class fourteen could read words of two letters, the rest were still learning the alphabet.

Nagri dept.; 1st class

There were three men in this class, two of whom could read and write and work compound long division.

2nd class.

Three of *four* in the second Nagri class could write short words. In the third class a *dozen* could join two or three letters, the rest were mere beginners. I find the old Persian teacher, Rasūl Bakhsh, has been made just before my last visit into a Muharrir of the workshop, and in his place one Hidayat 'Ali is working.

The Nagri teacher is also changed, Hīra Lal having been transferred to some other work. I think Hidayat 'Ali should get a reward of Rs. 6; and Gopal the present Nagri teacher's service should be noted.

A few more slates and a map or two of Hindustan, if there are any funds from which they can be procured, might be added to the school effects with great advantage. The Chief Muharrir seems to have attended to this school regularly throughout the year.

Ludiana jail school

53 prisoners are instructed in Urdu. Seven could read easy Urdu; four could write short sentences, the rest could point out the letters of the alphabet. I am very glad to be able to recommend that the teacher be reinstated in his former position. He was reduced at my suggestion on 30th March 1869.

General Remarks

General remarks

47. General remarks on town, village, girls' and jail schools, submitted by the Assistant Inspector for the consideration of the Inspector:—

(1). That the Chief Muharrirs should send in a return, annually, of the progress made by the boys of the 7th and 8th classes, Persian, and the corresponding classes, Nagri.

(2). Also a return after each tour, filling up the form herewith appended.

(3). That the boys of the lowest class, the 8th, should be taught simultaneously, and not individually, from lessons printed in large letters and suspended from the wall, and on the gallery system. When the pupils have been taught to read easy words they might commence reading from a book Two hours would suffice for this exercise, one in the forenoon and another in the afternoon. During the rest of the school-hours the boys may be engaged in writing out the paharas and the letters of the alphabet. The business of the day may close by the pupils simultaneously repeating the paharas, as is done in indigenous schools.

(4). That before the pupils of the normal school are sent to take charge of village schools, they should serve, say for six months, in some good town school, to learn method and the management of a school, and prove their fitness for the independent charge of school, while at the same time they are pursuing their studies under the direction of the head teacher.

* Suggestions of this kind should be submitted separately with the Inspector's opinion.—W. R. M. H., D. P. I.

(5). That candidates for employment as village teachers should be selected from such of the students of town and village schools as have obtained good marks at the sadr examination.

(6). That teachers of village schools, and especially such as are deficient in any branch of study, should be urged to improve themselves by private study This may be effected by authorizing the Chief Muharrirs to fix subjects for examination, and to take an examination after the lapse of a reasonable period of time. The Chief Muharrir of one District might look over the examination papers of another District.

(7). That the smaller village schools in the neighbourhood of a town or large village school should be in the position of branch schools to that school, and be visited by the head teacher of the town school once a month.

(8). That a Sanskrit school be established in each zil'. These schools would furnish qualified Nagri teachers.

(9). That every Persian school, besides other needful books, should be supplied with a Persian Dictionary, and every Nagri school with a Hindi Dictionary.

(10). That the teachers of town and village schools should give readings once or twice a week in the village *chaupar*. The senior pupils might assist in these readings.

(11). That vernacular newspapers may be circulated by the Tahsildars from one school to another.

Girls' schools.

(12). No school, not open to inspection, may receive aid from Government; otherwise money will be spent in merely providing for religious teachers, Hindus and Musalmans.

(13). Schools should be established in localities convenient for superintendence, and in groups.

Jail schools.

(14). The introduction of a book inculcating morality, and consisting of biography, anecdotes, fables, maxims, and precepts, is much needed. Without this, instructing prisoners in jail is without any definite object.

(15). Simultaneous instruction, as regards beginners, on the gallery system, by which a larger number will be taught to read by a single teacher than is the case at present.

SECTION III. AIDED INSTITUTIONS.

A. Aided Colleges.

No Aided college in the Ambala Circle.

48. There has been no Aided college in the Ambala Circle since the amalgamation of the Saint Stephen's college with the Dehli Government college in the latter part of 1864.

B. Schools for European and Eurasian children.

Bishop Cotton's school, Simla.

49 There is one school of the higher class, viz, the Bishop Cotton's school at Simla. At the close of the year the number on the rolls was 85, all Christians, the average monthly attendance for the year under report was 79 The cost to Government Rs 5,181; the fees Rs. 6,465; 85 children learn English and 40 Urdu also. The schooling fee is Rs. 10 per mensem All the boys are boarders, paying annually for 10 months' board, lodging, and education, Rs. 360; some movement has been afoot lately for the introduction of day-boys during the summer months. The Right Reverend Bishop of Calcutta, and the Venerable the Archdeacon, and the Local Governors of the school, opposing the measure, which, I am told, is supported by equally high secular authorities. An annual report is not the place for the discussion of a question of this kind, but I will record that I have given the matter some consideration, and am of opinion that the introduction of day-boys would be injurious There are at present fifteen exhibitions in the school in the gift of the Governors, reducing the annual payment from Rs 360 to 240. These are maintained out of the Government grant-in-aid As the number of boys increases, it is hoped that more exhibitions will be added for the purpose both of placing a good education within the reach of the poorer classes and also of stimulating industry and the desire of higher scholarship than has yet been common in schools of this character in India.

The grounds for this opinion, with which I am inclined to concur, have been given in my No. 134, dated 24th June 1870, to Secretary to Government Punjab.

Classes. Staff.

The school is, for tuitional purposes, divided into four classes, the first, being the highest, of 8; the second of 23; the third of 21, and the fourth of 28. To these may be added a Calcutta entrance class, a Rurki college first year class, and a Rurki college entrance. The first consisting of 2, the second of 3, and the last of 3. These extra classes are entirely instructed by the head master, the Revd. S. Slater, as also is the first class of the school. The second class is in the care of Mr. Short, of the Battersea Training College, and the third and fourth classes are entrusted to two other masters.

Calcutta entrance class.

The subjects for this class are the usual subjects for entrance in the Calcutta University. Latin being the second language. The two members of the class had evidently been carefully taught, and will both probably pass in December 1870.

Rurki first year.

These are three young men who passed the Rurki entrance examination, but have since failed in the first examination. They are therefore obliged to leave the college, but will be re-admitted if successful in the next examination, for which they are now preparing. They all seem diligent lads, and will, I think, pass.

Rurki entrance.

The three boys of this class will, I have no doubt, matriculate at the next examination. I have not thought fit to discuss the proficiency of these three extra classes in the several subjects of their courses, as they are not part of the general school system; my report on the four classes of the school itself is, it will be seen, more detailed.

1st class.

The subjects for this class are—in Mathematics, Arithmetic, Algebra to quadratic equations, Euclid I, II, III; in Latin, Virgil, Æ. I. 1—400; Sallust, Cataline, cap. 1—20; composition, easy prose; in English, Milton, History of the language, and essay-writing; in Urdu, the 3rd Darvesh, and composition, besides Geography and Indian History. When it is recollected that the boys in the majority of cases come to school very late in life, have had very little previous education, are irregular in their attendance (*i. e.*, do not join the school after vacation on the specified date), and have in many cases home associations which are adverse rather than auxiliary to a Classical education, I think Mr. Slater and his assistants are to be congratulated on the results they have produced. For although the "false quantities" made by the boys in reading the Æneid were so numerous and ingenious as to be absolutely wonderful, and the translation of a passage of English into Latin by every boy in the class neither more nor less than a single incredible solecism, their translation and retranslation of Hindustani was very good; their knowledge of Hindustani idioms and Grammar capital; their Mathematics fair; and their answering in English literature, in Geography and in History, very creditable;—I have no hesitation at all in saying that I have never examined a class in the Panjab which showed so plainly that very great labour has been spent on it.

2nd class.

In the second class the majority could work interest, practice, and decimals, but were weak in Euclid, nearly every boy failing to bisect a straight line. (Three, however, showed considerable skill in working easy riders on propositions of the 1st book). Smith's first Latin book, apparently a very valuable elementary text book, had been very fairly mastered by about half the class. In Hindustani the majority could read an easy book in the Arabic (printed) character, and could write fairly, but spelt very loosely. I think (with deference to the head master) that a lithographed text book in the Persian character might be substituted with advantage.* Of English Grammar a moiety knew the outlines and understood parsing, and nearly all answered questions in the Geography of Europe and History of England up to Edward III very intelligently.

3rd class.

In the third class I examined in Latin Grammar up to the verb '*sum*;' three were very quick, half the class good, the rest poor; the Geography of England was well known by a third, the rest knowing nothing but the names of the country towns. Two-thirds knew something of the History of England up to Edward V. All but two or three read very fairly a chapter of the S. P. C. K.'s 3rd reading book, unseen before. It should be noticed that 8 boys of the 19 examined had been admitted to the school within three months of the date of my examination. In Arithmetic all solved a compound division of money right, but nearly all failed in the reduction of rupees to pies. All but five or six wrote a very fair hand, and six made but one mistake in a fairly difficult dictation, the rest writing but a poor exercise.

4th class.

In the 4th class all but a first division of 12 were beginners. In the first division I found the Geography of Europe very poor; five or six could write correctly in figures 14,013,002; all knew simple short division, and

* I have remembered since writing this that the head master quite agrees with me in this matter.

two could work long division All but three could read an easy book with respectable fluency and correctness. The History of England up to Edward III was known as well as little boys generally can know History. The copy-books shown me were very good specimens both of round and small hand. The whole class repeated a few verses of a simple English poem correctly, and with proper accent and intonation.

My examination of this school was extended over the school-hours of four days, so that I had ample time to examine thoroughly every class in every subject. I am satisfied that the very greatest labour has been spent on all the classes, and that without a greatly increased expenditure on the enlargement of the staff (which would be most undesirable) no higher results can be obtained.

Building

Of the building I can say nothing within the confined limits of an annual report; but a full account of the cost and accommodation of the present admirable structure will be found in a printed pamphlet called "an account of Bishop Cotton's School, Simla," published, I believe, by the authority of the Governors of the school.

Panjab girls' school.

50. The Panjab girls' school is the only middle class Aided school for Europeans and Eurasians in the Ambala Circle. The average attendance for the year is 27. I found 33 on the three days during which I was examining the classes. The funds are Rs 1,233 from private sources, 2,199 from fees, and 3,120 from Government aid. The schooling fee is Rs. 10, and the yearly payment for 10 months' board, lodging, and instruction is from Rs. 350 to Rs. 500. The staff consists of four: Mrs. Mackinnon, the Principal, Miss Birch, another teacher, and a pupil teacher. The internal arrangement of the house generally, and especially of the dormitories and dressing rooms, is better than I have ever seen in any school of the same size in England. The girls are very healthy and cheerful, singularly decorous in their behaviour during examination, and very anxious to do credit to themselves and their teachers. The drawback which I have mentioned as affecting the boys of the Bishop Cotton's school as compared with boys at a school in Europe affects the girls with no less force. The scheme of studies comprises reading, writing, Arithmetic, History (English, French, and Ancient), Geography, and needle-work, besides drawing and music as extras. The 15 hours of the day is divided thus: 6—7 rise and dress, 7—8 exercise, 8—8½ study, 8½—9½ prayers and breakfast, 9½ to 1 study, 1 to 1½ play, 1½ to 2½ dinner, 2½ to 3 play, 3 to 4½ study, 4½ to 5½ needle-work, 5½ to 6 play, 6 to 6½ tea, 6½ to 7½ play, 7½ to 8½ study, 8½ to 9 prayers and to bed.

Classes.

In the 1st class (of two divisions) are 7, in the 2nd are 8, in the 3rd are 16, in the 4th 2.

1st class.

In the first class all knew the Geography of the World very fairly, *i. e.*, could tell the rivers and capitals of Thibet, Poland, and Japan; they knew also the map of England very accurately, and the outlines of Physical Geography. Two of the first class could do practice, and the rest compound long division. All read a page of Markham's History with a good intonation and pronunciation, and explained the difficulties of what they read with intelligence.

2nd class.

The same subjects were read in the second class; the girls were generally a little inferior to the first class. Of the 15 of both classes, ⅓ wrote a very good dictation, ⅓ a very fair one, and the rest but an indifferent one. Two sisters aged 14 and 12, and just fresh from England, had no idea of spelling at all, and wrote in a very unformed hand. The class generally wrote legibly and neatly, and (from specimens of dictation and penmanship shown to me as the first essays) must have made very great progress under their present teachers. The examination (held early in May) was at an important time of the year, as the vacation ends on the 15th February, though but few return to school till March.

3rd class.

In this class of 16 all knew the Geography of Asia and Hindustan very creditably; the elementary History of England up to James I had been read, and the answering in the period anterior to the Norman conquest was very creditable. Half wrote a very good dictation, another quarter spelt and wrote fairly, but the rest, being mere beginners, broke down. The dictation written by a child admitted a year and six months ago was shown me, and the improvement was very perceptible.

4th class.

Two little girls entered in March, aged 8 and 7; they repeated to me a psalm, and also a hymn, could read easy sentences and spell words of 4 and 5 letters; they knew absolutely nothing when they first came. I had intended to ask some professional musician to accompany me, as my own opinion on the vocal and instrumental performance is not of any value; as, however, I did not do so, I must

content myself with saying that some 7 or 8 of the girls sang and played before me, both solos and duets, most pleasingly. One child too had been taught the harmonium, which she played very sweetly.

I think very great credit is due to Mrs. Mackinnon in the first instance, and also to her most valuable coadjutor, Miss Birch, for the very excellent state of this most important institution. The pupil-teacher, too, of whom the Lady Principal speaks most highly, is evidently very diligent and painstaking.

C. Schools for Natives, higher class

Higher class Native aided schools.

51. The Ambala Circle contains 3 schools of the higher class aided under article XIV, viz., the S P G Mission school, Dehli, otherwise denominated St. Stephen's college; and the American Presbyterian Mission schools at Ambala and Ludiana. The table P in the appendix gives the statistics of the three schools

S. P. G. Mission school, Dehli.

52 The S. P. G Mission school, Dehli, costing Rs. 8,266 per annum, of which the Government aid amounts to Rs 3,600, is managed by the Reverend Mr. Crawfoot, and during the past year by the Reverend Mr Haden; these two gentlemen together teach daily for five hours; every condition required by Government is complied with I proceed to state my opinion of the school as founded on the examinations held during the year, premising that one boy passed the entrance examination of December 1869, and none the departmental middle examination of the same date.

Main school.

In the St. Stephen's college itself there are 10 classes, the lowest reading Howard's series, and in Urdu Panjab Singh-ka-qissah and Haqaiqul-Manjudat; and the highest, the Course prescribed for the entrance examination. In Persian there is not the same gradation of studies The 7th class read the Gulistan and the 3rd the Anwar-i-Suheli The boys of the 1st and 2nd read the Course of literature in Urdu prescribed by the University. Some of the students study Persian at home, and one or two Arabic. There is the same want of gradation as regards Urdu and Persian Grammar, both which branches of study need, I think, more attention than has been hitherto given. In Geography also there is not a proper gradation of study, commencing with that of the map of the Panjab, and ending with America or Oceanica.

The translation from English into Urdu is generally idiomatic and correct, but from Urdu into English the boys require more practice; it should be added, however, that in the upper classes English is spoken and understood. In Euclid the boys seem to be pushed on to a new book before they have well mastered the previous one. In a large school like St. Stephens', where the salaries of some of the teachers are too low to attract scholars who have the education which teachers doing the same duties in Government schools have, it is only a matter of surprize that there are so few faults to find in a school containing 241 boys, and that there is so much to commend. The inspection of the school occupied more than a week for about 4 hours daily; the classes were generally conducted with order and regularity, under the able superintendence of the Reverend gentleman in charge of the school.

Ambala City Mission school.

53. The Presbyterian Mission school of Ambala (city) is maintained at an annual cost of Rs. 2,865, of which Government contributes Rs. 1,200. The books, as required by Government, were all kept in proper order, and during the year the Superintendent, the Reverend Mr Morrison, junior, or his coadjutor, Mr. Bailey, have taught in the school daily for 4 hours, there are nine Native assistants. No boys passed Calcutta University entrance of 1869, and none the departmental middle examination. As I was unable last year from want of space to give any account of this school, I append in full the remarks made by myself in the visitor's book on my last visit of the year under report.

1st class.

1st class, 1. This boy is for entrance in December 1870; he read and translated Rassolas, a subject for entrance, with ease and fluency; but in Grammar he was weak. He worked a sum in the division of decimals correctly; he blundered, however, a good deal in an easy practice sum He solved the 8th proposition of Euclid I. very well, using figures instead of the usual letters. He answered questions in the Geography of Europe and Asia very fairly.

2nd class.

2nd class, 2. Both had read some 10 pages of the poetry of the Entrance Course for 1871, and 3 of prose; and both appeared to have been well taught, showing considerable intelligence in their rendering into Urdu of

the somewhat difficult poem of Cowper in which I examined them They were weak in Grammar, being all abroad about parsing *since*, and explaining the use of *adverbs*. Both did a sum in the division of decimals correctly, but only with difficulty found the answer to an easy practice sum One proved a proposition in the early part of Euclid, Book I, but the other failed Both answered questions in the Geography of Europe and Asia very respectably.

3rd class. There is no 3rd class.

4th class. In the 4th class, for middle school examination of 1870, 9 were present. They learn Arithmetic from Barnard Smith's English treatise, and had mastered the four *simple* rules in whole numbers and fractions, but knew nothing of the compound rules; they will require forcing in this subject to render them fit for the middle examination of next December All but three read the fifth book of the Christian Vernacular Educational Society very well, and translated with ease and confidence; the same too could parse very fairly, and answered questions in elementary Grammar very quickly and correctly. They knew also the outlines of the analysis of sentences, and are far more advanced in Grammar than the state of that subject in the upper classes would have led me to imagine In Geography the majority knew the map of Asia fairly; but were very weak in that of Hindustan.

5th class. In the 5th class, I found 10 boys present out of 12 on the rolls. All but four worked compound long division correctly. About the same number read and translated the Christian Vernacular Educational Society's fourth book very intelligently; they knew the elementary part of English Grammar very well, answering questions about syllables, words, vowels, pronouns, &c., &c. They knew the general Geography of Asia very well.

6th class. I did not examine the 6th class, in which there are 8 boys. It appears to be about a year behind the 5th; the boys knowing Arithmetic up to simple long division, and the conclusion of Geography up to Europe, and elementary Grammar to the beginning of the verbs.

7th class In the 7th class, which consists of two divisions, the first of 12 boys, and the second of 8, I found a very singular confusion of subjects, one division was before the other in Arithmetic and Persian, and yet behind it in English. I think much time must be lost in teaching a class of such heterogeneous a constitution. Four could work compound long division, most of the rest could multiply four figures by 9; twelve were reading the third book, the rest the second. In Persian the boys were reading in at least three divisions. I think under the present system, however, the school will gradually get into better order. The Revd the Superintendent was absent during my examination, but I do not on that account hesitate to record that Kanh Singh, the 2nd master, seems to me to be a very valuable servant to the Mission, and that Kirpa Ram, the third master, appears a very diligent and painstaking teacher of the subjects attached to him.

Since my last visit to the school of the American Mission in Ambala the constitution of the school has been changed.

In February the system was as below—

A main school.

An English branch school.

Two Persian branch schools.

The Baradari branch school (for which the Mission receives no aid).

The two Persian branches have now been made into one, and the English branch amalgamated with the main school, the unreported branch at Baradari remaining as before, so that the system is now as below—

A main school.

A Persian branch school.

The Baradari branch (for which the Mission receives no aid).

The change does not appear to have diminished the total average attendance, and I therefore concur with the Revd the Superintendent that the amalgamation is likely to prove very beneficial. I examined the branch school in the newly formed Persian branch. The first class of four boys were all more than fit to pass the examination called lower, and indicated in the Director Public Instruction's No. 123, dated 8th November 1869. The total number on the rolls of this branch is 165, with an average attendance of about 140.

Ludiana American Mission school. 54. The American Presbyterian Mission school at Ludiana is under the management of the Revd Mr Bergen, who superintends the school and its branches generally, and devotes three hours a day to tuition His tuitional services are entered in the accounts at Rs. 112 per

mensem The books were in some disorder on my last visit owing to the death of one of the gentlemen connected with the Mission, and the absence on leave of Mr. Bergen himself. The school is kept up at an annual cost of Rs. 5,330, of which Government contributes Rs. 2,100.

In the Calcutta University entrance of 1869, 2 of 8 passed, and none in the middle school examination of this department.

1st class. In the first class I found 3 boys; they read and explained the Entrance Course well, but failed in Grammar. Nobody knew what '*rhyme*' was, and nobody parsed with any intelligence. One only could get over the *pons asenorum*, and one other bisected an angle after a long struggle. In Algebra all could multiply polynomials, but none was at all well grounded in Geography; all knew something of Hindustani Grammar.

2nd class. The second class of 7 had begun Algebra, but did not show any proficiency in easy Arithmetic, the majority doing in a quarter of an hour a practice sum which should not have taken boys of the class below about 30 seconds. They read Marshman's History of India, but translated very imperfectly In Grammar they knew but little, and were unanimous that Thibet was governed by the English, and pronounced the Bari Doab to be between the Satlaj and Bias. They read and translated Chahar Gulzar and Bostan fairly.

3rd class. No third class existed, as none passed the middle examination.

4th class. This class of 10 was examined in the middle school examination, but all failed; they have been kept back by the Revd. the head master for that reason, though on this account no entrance class will complete in December 1872, unless the boys who fail in 1871 should try again. I think Mr. Bergen has shown great nerve in carrying out the new scheme put forward by the Director Public Instruction He keeps back the whole of the school below the 2nd class at the risk of losing a great many pupils, who, from disgust at their non-promotion, either leave off learning altogether or seek tuition elsewhere. This school will be the best high school (except the Dehli collegiate school) in the Circle in three years. The lower classes were in better order than the state of the upper led me to expect.

D. Middle class shools for Natives.

55. These may be divided into two classes—(*a*) aided (town) schools under the patronage and direction of the Local Officer; (*b*) other aided middle schools.

(*a*). The statistics of these schools have already been provided in the appendix X. I proceed to a particular account of each.

Ambala 'amla school. 56. Of this school a full account was sent in my No. 30 A, dated 23rd February 1870. By your application to the Panjab Government the grant has been since abolished. I trust that no English school will be aided in the city of Ambala; the Mission school has long occupied the ground and is fully equal to the wants of the place.

Buria school. 57. This school has been without a teacher for two months; some of the best boys have in consequence entered the Jagadhri zil' school. A former pupil is nominally in charge of the school, and from the examination I took of the boys who professed to belong to the school, I should say that the present teacher is doing nothing for which he could draw a salary. Only one boy in the 3rd class could read and translate one of the old Readers. Only two out of four passed the prescribed examination in Urdu and Arithmetic. A list of 23 boys was presented to me of boys in the 4th class. Not one of those present at the examination could read a word in the Primer. 11 boys, however, of the town school, have passed the lower school entrance examination, and can form a 4th class. Several of them profess to belong to the 4th class English, but have been miserably neglected.

Machhiwara and Jagraon schools, Ludiana District. 58. The schools of Machhiwara and Jagraon in the Ludiana District, which have been long in a state of decadence, were abolished early in the year 1870. The funds will be applied to the foundation of a Central Oriental high school in the city of Ludiana, to which all the boys of the 1st and 2nd, or perhaps of the 1st, 2nd, and 3rd, classes of town and village schools will be transferred on small subsistence allowances. The scheme has not yet received the sanction

of Government, but will doubtless be approved, as it is in accordance with the wishes of the Director, the Deputy Commissioner, and the Inspector of Schools, and is not opposed by the Mission Authorities, who have, so to speak, certain vested right in education in the city of Ludiana. Next year's report will be a fitter place to describe the details of the new institution, as it will in 12 months be probably working well.

Colonel Young's school, (Simla District)

59. Colonel Young's school at Kassauli was founded by Colonel Young when Additional Commissioner of the Ambala Division. He endowed it most munificently. For a hill school it is in good order, as my appended remarks will show.

Remarks.

I called the school from Kassauli to Sanawar to-day, being unable to visit the school itself on account of shortness of time, as I am obliged to conclude my examination of the Lawrence Military Asylum before Good Friday. There are now 54 with an attendance of 45, this must be taken as usual for less than it appears, as there are the customary tokens of a made up register at the other end of the book. For instance, the 30 attendance of Balli Ram in October 1869 were manifestly, from the colour of the ink, all entered on the same day. In the 3rd class I found five boys reading English first book.

Of the eleven pages which they had mastered they had a very fair knowledge, reading with a good pronunciation (for hill boys) and translating intelligently. They could generally also work compound long division. They had all read a little Gulistan, but from sickness and other causes some were beginning the first chapter, while others were finishing the second. Three boys knew what they had read, and appear to have been well taught. They want practice in translating easy Hindustani into Persian. They knew the map of Hindustan, but had not otherwise been taught up to the standard, which requires Asia and Europe. I recommend, if there is any fund from which expense can be met, that prizes to value of one rupee each be given to Prabho, Kanshu, Ram Das, Ram Deen, Hait Ram, and Gru Nath.

The 1st class of the lower school was really a 2nd class; in it were 12 boys reading Farsi first book, and Urdu second, besides Arithmetic up to simple division. The rest were beginners.

The Director's Circular No. 123 dated 8th November 1869, should be procured. In it it will be discovered that no boy is to learn English till he has been admitted by me or the Assistant Inspector after passing the lower school examination.

Dehli District.

Sunpat aided English school.

60. There were 29 boys learning English when I visited the school in November last, of whom 9 were in the 3rd class, and the remaining 20 were in the 4th. With the exception of 3, who failed in dictation, and 1 in Arithmetic, all passed a fair examination. One boy in the 3rd class I found did not attend the Persian school, and could not therefore come forward for examination in History, Geography, and Arithmetic. The study of these subjects, as well as of Urdu and Persian, should, I think, be made compulsory, and not rendered optional by pupils evading attendance in the Persian school. A faulty pronunciation in English, in some cases very disagreeable to the ear, seemed to me to be the principal defect in the school. This was noticed by me to the teacher, and I hope some improvement has been since made in this particular.

Faridabad school.

61. In this school there are 20 boys on the rolls; 3 boys were absent when I last visited the school. Only 7 out of the whole number passed the lower school examination in Urdu and Arithmetic. They did well in Urdu dictation, but, with the above exception, all broke down in compound multiplication.

There are in the 2nd class 6 boys.
" " 3rd " 4 "
" " 4th " 10 "

The pronunciation of the boys of the 2nd class was not good, reading and translation fair, Grammar pretty fair; so also was the English dictation. English translation was, as usual in such schools, not good.

The reading of the 3rd class was not good. The boys of the 4th class were mere beginners. The great defect of this school is a want of order and discipline.

Arab Sarai school.

62. There were 16 boys in this school learning English in the middle school

In the 1st class 2 boys.
" 2nd " 4 "
" 3rd " 5 "
" 4th " 5 "

Of these 3 were absent when I visited the school last, without giving previous notice. 12 boys of the middle school and 2 of the lower passed the prescribed examination in Urdu and Arithmetic. With reference to Arithmetic, I found in this school, as almost in every village, town, and aided school in the Rohtak, Hissar, Karnal, and Ambala Districts, I examined, that the rules of compound multiplication and division had not been taught in the way laid down in English books of Arithmetic. The boys gave very frequently correct answers, but worked the sums in their own way

The boys in the 1st, 2nd, and 3rd classes are instructed in the new Readers The teacher seems to have taken great pains in teaching the 2 boys* of the 1st class in rather a difficult book, the 3rd Reader; but as he has 4 classes to attend to, he would have acted wisely if he had amalgamated the 1st with the 2nd, and taught both classes the second number of the Reader.

* Kanhaya Lal and Shibdial.

The boys of the 3rd class had read only 3 pages of the Reader No. 1, and those of the 4th, only 18 pages of the Primer. In Grammar, the boys of the 1st and 2nd classes answered fairly; but they were weak in English translation and dictation.

In small aided schools, if there were no 1st class, each school as a whole would probably be in a more efficient condition than at present. Boys fit for the 1st class might be sent to the nearest zil' school.

Gurgaon District.

Ferozepur Jhirka Aided school.

63. Examined the school on the 18th March 1870. There were 7 boys in the 2nd class, of whom 6 were present, reading the 2nd English Reader. The book was a great deal too difficult for them. Three of the boys, however, did well in English dictation, and 5 in Grammar. In English translation of easy sentences all but one failed. They were put down to the 3rd class, of which only two boys were present. They were reading the new English Reader No. 1. They did well in reading, but failed in other subjects. I have put down the boys of the 2nd class, and amalgamated it with the 3rd Instead of the boys and the master wasting their time in reading a book which they can but imperfectly understand, even with the aid of Webster's Dictionary, of which the Deputy Inspector has provided the school with a copy, a good class of 10 boys will be formed reading a much easier book, the 1st English Reader.

Five boys passed the prescribed examination in Urdu and Arithmetic. They now form the 4th class, and are reading the Primer.

Eleven boys of the 4th class were not present at the examination, and it may be presumed that they could not pass the examination.

Karnal District.

Panipat Aided school.

64. (1). The second class, consisting of four boys, was not produced; one boy of the fourth Persian class being sick, and one of the same class (improperly) present at the sadr examination; the other two of 2nd and 3rd Persian classes, respectively, were also absent at the same examination. In the 3rd class five out of six were present; the pronunciation of all was very bad, and though the class had been formed a year, only a little over one-third of the 3rd English book had been read; the boys knew no Grammar, and the master did not even know he was to teach them from Lennie's Grammar; he himself told me 'glimmer' was an adjective; in the translation of English into Hindustani they were very weak. The Master, Bishambar Nath, who was warned by myself in November 1868, and afterwards by the Deputy Commissioner in December of the same year, pleads that there has been much sickness in the school; his daily attendance book, however, does not show anything of the kind; I am inclined, nevertheless, to believe that the boys have been sick in considerable numbers, but the register has been so persistently falsified (as may be seen from a moment's inspection) that nothing of the kind can be gleaned from it. I find also that the Chief Muharrir in June 1869 called the master's attention to the total want of Grammar in all the classes.

(2). In the third class of seven, four read with an execrable pronunciation and translated very badly; the other three could neither read nor translate; the class was formed in June but no Grammar has been yet taught; it is no fault of the boys that they are so backward in

evident from their natural sharpness in translating a second sentence after they had been shown by myself how to translate the first. I gave a short dictation of easy words of not more than five letters; though every word was in the boy's reading book, I never saw so shameful an exhibition of mis-spelling.

(3). The fourth class consisted of a great number of boys lately admitted contrary to the Director's Circular No. 123, dated 8th November 1869, of the contents of which the Chief Muharrir has not yet informed the masters of Aided schools, though no more important order has ever issued from the head office. Girdhari Lal is greatly to blame for this.

(4). I have re-formed all the classes, and no alteration is required till 1st June 1871, when a new fourth class may be entered, and the present 2nd, 3rd, and 4th promoted.

(5). I have recommended that Bishambar Nath be at once removed: he has had a fair chance of showing himself worth his salary, but has persistently declined to make any effort whatever for the improvement of the school, though carefully warned on several occasions.

Kaithal Aided school.

65. I have examined the Kaithal Aided school. The first class does the master very great credit. I have sent two of the boys to the Dehli collegiate school boarding house on scholarships of Rs. 5 per mensem. The rest of the school is not in good order. Manohar Lal, the master, from a mistaken idea that his success as a teacher depends rather on the number taught than on the quality of instruction given, has entered far too many young children at the bottom of the school. Last year I told him not to exceed 40, but I find throughout the year he has been trying to teach from 45 to 50. The Director's Circular No. 123, dated 8th November 1869, settles this matter finally, and I have to-day, in accordance with the same, re-arranged the classes, leaving 3 boys in the 2nd class, 14 in the 3rd, and 11 in the 4th, being in all 28. This is quite as great a number as any single man, assisted by monitors, can possibly teach. The head master has been directed to teach the English reading and translation of all three classes himself, using monitors for teaching copies, dictation, &c., &c. The masters of the Aided school and of the town school should work together in such a manner that the Persian and English subjects may progress together. For the future, the boys of the 4th English class should belong to the 5th of Persian; 3rd to the 4th; 2nd to the 3rd; 1st to the 2nd and 1st.

I have recommended Manohar Lal to the Deputy Commissioner for a reward of Rs. 16, and the two boys of the first class, Bishan Dat and Molak Ram, for rewards of Rs. 5 each.

Hissar District.

Hissar Aided school.

66. In the 2nd class there was only one boy, who attended school merely to learn English. He was put down to the 3rd class, as he was taking up too much of the teacher's time.

In the 3rd class 3 boys, of whom 2 had been at the sadr examination and were members of the senior Persian class. They had commenced the 1st English Reader. They all failed in English translation, but did well in other subjects.

In the 4th class there were 10 boys, of whom 6 had read the whole of the Primer and 4 had read 20 pages of it. Of the former 1 failed in Grammar and 1 in dictation; of the latter, 1 in English dictation and 1 in Arithmetic.

In the lower division learning the alphabet there were 9 boys, none of whom professed to know Urdu, Nagri, or Arithmetic, and therefore failed in the prescribed examination for entrance into the English school, thus leaving 15 boys in the English school.

In the Persian department 8 boys passed the lower school entrance examination in Urdu and Arithmetic. I may remark that the head Persian teacher, Ghulam Hassan, is learning English, and passed his examination with the 3rd class. I found his translation from the English Reader No. I into Urdu very good. The head master was educated in the present Dehli college, and appears to be well qualified for his post, so far at least as his education is concerned.

Hansi Aided school.

67. There were 3 boys in the 3rd class, reading the 3rd number of the Reader, of which they had read 13 pages. One boy was absent. The 2 boys present passed a pretty fair examination in reading, translation, and explanation, Grammar, writing dictation, and translation into English of short sentences. Their Urdu dictation, Arithmetic, and Geography, were good.

In the 2nd class there are 9 boys on the rolls; 6 boys were present. The reading and translation of 5 out of the 6 was fair; of 2 translation into English of easy sentences, Grammar, and dictation; of 4 in Arithmetic and Urdu dictation.

In the 4th class there were 9 boys on the rolls, of whom 7 were present: They had read 26 pages of the Primer They acquitted themselves well in English reading; but only 2 passed in Urdu dictation, reading, and Arithmetic. They had in fact neglected instruction given in the Persian and Nagri departments, thus leaving 17 boys in the school learning English, of whom 4 were not present. However, 5 boys from the Persian department were fit for transfer into the English school, having passed the prescribed examination in Urdu and Arithmetic.

Rohtak District.

Bahadargarh Aided school.

68. The register has been carefully falsified for some time, as may be easily seen by observing that the marks of attendance and absence have been written from right to left, instead of from top to bottom. I found 16 boys present. In the 2nd class was one. He had been taught none of the prescribed subjects except reading; and the master himself was ignorant of the names of the books laid down in the scheme of studies.

The boy could hardly read at all, and said 'was' was a preposition and then a conjunction.

The *third* class could read and translate half the Bombay 2nd Book Part I fairly, but their Grammar and translation has been neglected; I think the Chief Muharrir is to blame. He has visited the school twice since my last examination, and yet I still find the prescribed books not introduced. The first six boys of the fourth class, though their pronunciation was bad, have evidently been better taught than the rest of the school; they translated the short sentences of the English Primer intelligently; they wrote, however, a singularly bad dictation. I concur with the inhabitants of Bahadargarh in their opinion that the school as it is is a useless institution. In my reply to the Director Public Instruction's Circular No. 123, dated 8th November 1869, I shall recommend the reduction of the grant from Government.

Gohana Aided school.

69. I found the classes all very well taught; and the English studies most creditable to the master, Kali Ram. I have recommended him to the Deputy Commissioner for a reward of Rs. 10.

Sirsa District.

Sirsa.

70. The Deputy Commissioner thus remarks—

"The progress made by the boys of the middle department under the new arrangement of studies appears satisfactory, as will be perceived from the following report of Mr. T. O. Wilkinson, Assistant Commissioner, who examined this department.

"I visited and examined the English school at Sirsa this morning (6th April 1870). The school is divided into four classes, aggregating 37 boys. On the whole its condition is satisfactory, though I do not think that there is any boy quite so advanced as one I examined last year.

1st class.

"The 1st class consists of boys tolerably well advanced in English. They read with good pronunciation, but might perhaps show a more intelligent grasp of the meaning of what they read. They are also well informed in Grammar, and write from dictation very fairly, are quick at sums, and passed a creditable examination in the early chapters of Marshman's History of India. Kawal Ram and Ramdial are the two smartest in the class, and especially the former, who really seems very intelligent. The two last in each class are, generally speaking, not quite up to the mark.

2nd class.

"The 2nd class consists of 6 boys somewhat younger and less advanced than those in the highest, but showing the same defects in education as they do. Sham Sundar and Girdhari Lal are most to be commended in this class, especially the latter.

3rd class.

"The third class show a marked failing in Arithmetic, which is very unusual. The other classes I found quick and correct. This class was also deficient in writing from dictation, and their knowledge of the meaning of what they read decidedly hazy. Harnarain is the sharpest boy generally, but Chhaju Ram takes the lead in sums.

4th class.

"This class consists only of the beginners, and there was no one particularly smart in it.

"I notice the same defect that I remarked upon last year, viz., the want of a grasp of the spirit of what is taught. Instruction, the mere learning by rote, seems to be the aim rather than education or learning by exercising the pupil's faculties. When a boy has got his lesson by heart, he should be led by being induced to think about it to get it into his mind, to make the intellect work, not to have the memory laden."

71. These individual reports may be supplemented by the following table, which shows the number of boys who passed the lower examination and were admitted into the middle department; and also the number who passed the middle examination of December 1869 :—

District.	Name of School.	No. who passed	
		Middle.	Lower.
Ambala	Ambala 'Amla	...	8
	Buria	...	11
Rohtak	Gohana	...	3
	Bahadurgarh	..	..
Karnal	Kaithal	..	2
	Panipat	...	...
Delhi	Sunpat	...	...
	Faridabad	...	8
	Arab Sarai	...	7
Hissar	Hissar	...	8
	Hansi	...	5
Gurgaon	Ferozepur Jhirka	...	5

72. The other Aided middle schools not immediately superintended by the Local Officers are, first, the Sabathu American Presbyterian Mission school, and the Sanawar Aided school. The former, at a cost of Rs. 720 per annum, of which Government contributes Rs. 360, educates 48 children, all Hindus except 12; the fees are very small, the highest not exceeding two annas per mensem. I append the Assistant Inspector's remarks on his visit in May of this year

Sabathu Mission school.

"On the rolls 40, on leave 3; 32 boys were learning English, 3 only Persian, and 3 only Hindi.

1st class. "No 1st class.

2nd class. "Only one boy now remains in the 2nd class, one has obtained employment, and another has left in search of service. Studies, Reader No. 5, Christian Vernacular Society's Series, Anderson's Geography, Hiley's Grammar, Marshman's History of India, 1st chapter, English Composition, Bible History, and Arithmetic to decimal fractions.

3rd class. "There are 2 boys who have been studying Reader No. 4 of the same Series, Grammar to the commencement of syntax, Landmarks of Ancient History to the 45th page, Hughes's Geography, Composition, and Arithmetic. I examined the 2nd and 3rd classes together; but not in reading. The reading, explanation, spelling, and translation, were creditable to the school. The boys understood what they read, and could express themselves in very fair English. Their translation also was idiomatic and intelligible; dictation and also writing I found good. The translation into English of a passage in Urdu was done very fairly They did 3 sums in compound multiplication, vulgar and decimal fractions, correctly In general Geography they answered several questions correctly, and I doubt not would have done better if I had questioned them on the map of Austria and Scotland which they were studying In Persian, 2 boys are reading the Gulistan and Masdar-i-Fayuz, and one the Mufid-ul-talbin. Their reading and translation were satisfactory, but in Urdu dictation only one passed

4th class. "No boy in this class.

5th class. "There are 7 boys reading Reader No. 3 of the same series, which they read and translated very fairly. They can write short sentences from dictation. In Arithmetic they are still in the simple rules; but as the boys are all very young, more cannot be expected from them. In Geography they did not do so well as the boys in the 6th class, and for the following reason:—The boys of the latter class have been taught from the map, and the former have had their attention confined too much to the text book.

"17 boys have been admirably well instructed in the elements of reading from short lessons on cards, and in Geography, also by *viva voce* instruction on the map. Several of the boys did well in numeration. In Urdu they read Tashīl-ul-Ta'alīm, not quite so well as the boys in 1st division, and can read very fairly the English Instructor No. 1, and the Tashīl-ul-Ta'alīm in Urdu, and work sums as far as subtraction.

6th class, 2nd division
" " 1st "

"All the boys learn to sing on the sol fa system."

73. The Sanawar school has been entered in the return as a school of the lower class. I think it would be desirable to make it into an Aided primary school and abolish English from the subjects of instruction. The Reverend the Principal, I think, agrees with me in this. Colonel Young's school at Kassauli is near, so that if any native boys of Sanawar desire to learn English they can easily attend that school. I append the notes of my last examination. There are now forty boys on the register, of which the average attendance is thirty. The book does not appear to have been fairly kept. In the third class were seven boys, who all read and translated English first book very creditably, and were able to work out a sum in compound long division. The class had read Gulistan up to the end of the third chapter, and had a fair knowledge of what they had read. They want practice in translating easy Hindustani into Persian. They knew the Geography of Asia very well, and something of that of Europe. I recommend that prizes to the value of Re. 1 or Re 1-8 each be given to 'Inayat 'Ali, Jīwa Ram, Melu Ram, Mīran Bakhsh, Sanarath Ram, Hakim Rai, and Amīr Chand.

Principal's school, Sanawar

The next class was the second class of the lower school; in it were five boys reading elementary Persian, Urdu, and Arithmetic up to long division, and the Geography of the Panjab. The rest were beginners.

The master should procure a copy of Circular No. 123, from the Director of Public Instruction, dated 8th November. In it he will find that no change should be made in his middle school until after the Inspector or Assistant has conducted a certain examination called the "lower school examination." There appear to be reciprocal reports from the masters of this school and of that at Kassauli that they decay each the other's boys. This may be so or not, but I think it would not be difficult to make an arrangement that no boy after reading in one school should be entered in the other without his first master's sanction.

74. The Ambala Cantonment Mission school must be added to those above described. At a cost of Rs. 2,138, of which Government contributed Rs. 960, it has during the past year maintained an average daily attendance of 65. On the date of the examination there were 88 names on the rolls, and the school was divided into 6 classes, thus:—

Ambala Cantonment American Presbytn Mission school.

1st class of 10	4th class of 22
2nd do. of 14	5th do. of 14
3rd do. of 9	6th do. of 19

The Assistant Inspector's notes on his examination are appended. I myself found the books kept in proper order as required by Government.

"Studies, Reader No. 3, Lennie's Grammar, Cliff's 1st Geography, B. Smith's Arithmetic, Handyside's History of India, Insha-i-Urdu, Safwat-ul-Masadir, dictation.

1st class.

"The boys have read 23 pages of the new Reader now in use in Government schools. The book is a great deal too difficult for the pupils, and I think for the teacher too. The boys read pretty fairly, but did not give a good intelligible translation. In spelling were pretty fair, and in Grammar also. One boy, however, failed. In Geography the boys have studied the map of Asia and Europe, 2 boys failed. In the History of India one boy failed. Their English dictation and writing were fair.

"They worked 3 sums correctly in vulgar and decimal fractions, and the rule of three. In Persian the pupils are backward, and can read only Insha-i-Urdu and Insha-i-Farsi.

"Studies, English Reader No. 2, Manual of Grammar, Cliff's Geography, B. Smith's Arithmetic, Handyside's History of India, the Gulistan, and Mufīd-ul-Talabīn. The boys seem to understand the Reader No. 2 better than the 1st class did Reader No 3. Their reading and translation were pretty fair. They have commenced the study of Grammar.

2nd class.

"In Geography and History they are indifferent. The boys have not been sufficiently exercised by questions being put to them on these subjects of study. They are learning vulgar fractions; but, as in many other schools, compound multiplication and division have not been attended to.

"In Persian only 3 men could read the Gulistan. The rest were reading easier books.

"Both the 1st and 2nd class wrote an easy Urdu dictation pretty correctly, and few without any mistakes.

3rd class. "Read from Baker's Circle of Knowledge moderately well, can point out places on the map of Asia, know the simple rules of Arithmetic, and can read Insha-i-Urdu.

4th class. "Read the 3rd Reader, Christian Vernacular Society's series; could answer some of the questions put them in the map of Asia, knew the simple rules of Arithmetic, could read the Insha-i-Urdu, and the Tashil-ul-T'alim.

5th class. "Read the 2nd Reader of the same series very fairly; knew addition and subtraction. They have commenced the study of Geography. Some can read the Insha-i-Farsi, and others the Tashil-ul-T'alim and Pandsudmand.

6th Class. "This is a class of beginners. The 1st division can read the 1st book of the Madras series; 3 of the pupils knew something of Persian before they entered the school, but the rest are reading the Pandsudmand and the Tashil-ul-T'alim. The boys of the 2nd division of the class are learning the alphabet, &c.

"Upon the whole every class in the school appears to be really doing something in the way of learning English reading, writing, and Arithmetic; but not much as regards the study of Persian. In Geography and Grammar also there is too much of getting by rote the text books.

"I think it is a mistake to use Reader No. 3 in this school.

"No preparatory lower school exists for the study of Persian and Urdu. There are, however, 2 branch schools. In one, containing about 50 pupils, Persian is taught, and in the other, containing about the same number, Hindi is taught. In the Persian school 7 boys can read the Gulistan and the Bostan; and in the Hindi school the boys read in the upper classes the Gospels, and in the lower Balbodh."

E. Lower Class Schools (Aided).

75. The statement Q in the appendix gives all the necessary statistical information; many of these schools have already been noticed in the remarks on zil' schools, under the head of branches. Of the rest but two call for particular notice, viz., the Kotgarh Mission schools and the Rowari Artizans' school.

76. The following is a list of the Kotgarh schools as they now are:—

Name of Village.	Boys.		Girls.
	On the rolls.	Average attendance.	
Kotgarh	22	16	9
Dalash	18	16	...
Kajera	19	16	...
Shawad	12	11	3
Dalas	12	10	4
Pananli	16	12	...
Kandah	14	12	...
Jarmul	14	12	...
Pomlai	14	11	...
Nitr	25	19	...
Total?	166	135	16

The schools are of course elementary, the children coming pretty regularly in the winter, but not so much so in the season of agricultural operations. The Reverend Mr. Rebsh, the Superintendent, told me on my last visit, that for the winter boys come from as far as Chini, Pangi, and the other side of the Thibet frontier, and learn during the winter, going back to their native fastnesses as soon as the mountain paths and passes are free from the snow. I append my remarks on both boys and girls.

The schools receive aid from Government to an amount of Rs. 30 to the boys' schools, and Rs. 10 to the girls' schools, per mensem.

"Urdu dictation written very clearly and spelt very fairly by about one-fourth; one-fifth also worked correctly a compound long division sum by 19. Geography of Asia also very fairly known by one-seventh; one-fifth also read a translation of the Pilgrim's Progress (Arabic type) very fairly, as the passage had not been seen before; 4 more could read another easier (Urdu) book.

Boys' schools.

"The rest read easy Hindi, learn Arithmetic up to short division, and Hindi writing.

"All the boys in all the schools are the sons of wealthy zemindars, or at all events of well to do men.

"I found 12 girls present at work making socks and crocheting; they read and write, and can do Arithmetic up to the simple rules. Most could say their tables, and all could add and subtract mentally; 4 write a Hindi dictation, 2 very well, the other two fairly."

Girls' school.

An extract from last year's report will show the original intention of this school, which was maintained from January to December 1869 at a cost to Government of Rs. 197, and a total cost of Rs. 369. The school was placed in charge of the head master of the zil' school, and was particularly commended by myself on its foundation to the care of the Tahsildar and the Local Committee Public Instruction.

Rewari industrial school.

"At your instigation I set on foot, on the 1st of January 1869, an industrial school at Rewari on the grant-in-aid system. Two Chaudris of *Thattheras* were employed to teach the making and ornamental graining of brass and copper pots, pans, pipe-stands, &c., and at first two Persian teachers were entertained to teach reading, writing, and Arithmetic, but these were afterwards replaced by two Nagri masters. A little money has been advanced for material, to be repaid as, from time to time, the manufactured articles are sold. In this school I have enforced a rule that both sections of the school must be attended, so that no boy can learn braziery without also learning to read and write, nor get to read and write without, in addition, qualifying himself as a brazier."

For three months the men employed to teach the art behaved well, but after that time they were troublesome, refusing admission to any but boys of their own caste, and declining to make common a means of livelihood which, they considered, belonged exclusively to themselves and their families. From this they got still more independent, and one had to be removed. In the autumn the head master reported to me that he could not get the artizans to allow the boys to read with the Munshis, which was a movement directly opposed to the principle on which the school had been set a-foot.

In November I found the boys were not even learning their art, and, though numerous, were producing no results Two seers of raw material was all that the whole school had manufactured in the preceding month. I at once required the *Thattheras* to resign, but as they were either unable or unwilling to refund the Government advance for metal, they were given 15 days' grace. After that the school was closed and the advance refunded. Mr Oliver proposes to found another school in the town of Gurgaon to replace the Rewari school. There perhaps, under the immediate supervision and direction of the Deputy Commissioner, and with the occasional assistance of the Civil Surgeon, who is a most ingenious mechanic, a school may be founded with more chance of success. I think in the Rewari school a mistake was made, as much my own as any body's, in teaching an art well known in the city. Something foreign might have had a better chance.

F.—Female Schools (Aided).

77. The statement R of the appendix will give all the statistical information required as to these schools.

78. The Ludiana orphanage, supported by Rs. 1,140 from the American Mission, and by Rs 612 from Government, during the past year has boarded and educated 37 girls, of whom 18 learn English, 31 Urdu, and 7 Hindi. There are two infants also under the care of nurses.

Ludiana female orphanage, A. P. Mission.

The girls in the two upper classes are reading English in the 3rd and 4th Book of Reading, Madras series; Urdu in the Kaifiat Namah, and Hindi in Genesis and the Gospels. They also read Urdu in the Roman character They read, spell, and write in English, Urdu, and Hindi. Their acquaintance with Arithmetic is as yet of an elementary nature, though quite sufficient for domestic purposes. They are also being taught Geography. The girls of the 3rd class are learning to read both Urdu and Hindi, and their studies are somewhat more elementary than those of the two upper classes. The girls of the 4th class are beginners.

Two upper classes.

The girls of the boarding school are instructed in the principles of Christianity, and are brought up as Christian children.

The needle-work of the girls was first-rate, and so was their singing, in which they are taught by the Revd. Mr. Bergen.

The dormitory is well ventilated and in perfect order. A small flower garden near the school is looked after by the girls.

The girls are remarkably well behaved, and looked cheerful and happy. Perfect order and quiet existed in the school when I had the privilege of visiting it. The orphanage is a real blessing to the destitute children sent in from the districts.

Presbyterian Mission female school, Sabathu.

78½. The Sabathu female school costing Rs. 15 per mensem to Government and Rs. 15 to the Mission is a very interesting little institution. There are 18 girls on the rolls, 4 girls read in Roman Urdu, 2 remarkably well; 14 girls read Hindi, 6 very well; 1 girl knows the simple and compound rules of Arithmetic, and 5 the simple rules only. The rest learn the Pahara, and write figures.

Sewing, singing, and the catechism are well taught.

Kotgarh female schools.

79. The Kotgarh girls' schools have been noticed in the remarks on the schools of that Mission generally.

S. P. G. Mission zenana schools

80. There are 3 schools under the superintendence of the Zenana Mission ladies at Dehli. The teachers are pupils of the S. P. G female normal school.

When the schools were examined there were present at the

Mori Darwaza school,	20	girls.
Matia Mahal „	24	„
Chelon-ka-Kucha „	32	„

They are taught reading, writing, simple Arithmetic and the map of India. The mistress of the Chelon-ka-Kucha school, Nawasi Begam, connected with the late Royal family of Dehli, appears to be a good teacher, and keeps her school in capital order.

See para. 86.

I beg to annex a statement* giving the information called for by the Director of Public Instruction as regards candidates for employment from the female normal school.

Unless these women obtain employment, most of them will have to retire without much public good resulting from the money spent on their education. Some of them might be made useful by being sent to towns where there are 3 or 4 schools which they might superintend, while they are assisting the women in charge of these schools, and who may not have had the same advantages as those trained in normal schools. With reference to accommodation, if they obtain good salaries, they ought, I think, to provide themselves with suitable accommodation. Under no circumstances I think a female teacher should leave Dehli unaccompanied by a near relation.

Other Aided female schools.

81. The other Aided female schools do not call for any special notice; that at Bahadargarh is perhaps the most promising of all, though at present quite elementary.

Indigenous Schools.

Indigenous schools.

82. The statement S contains all the necessary statistical information about these schools. Very few have been visited; the Inspector and Assistant Inspector can hardly examine the entire number of the Government schools of the Circle, and have therefore no time to bestow on indigenous schools.

Baptist Mission schools, Dehli.

83. The schools of the Baptist Mission at Dehli were fully reported on last year. They have all been examined this year also, but as most of these schools have since been abolished through want of funds, any report regarding their past condition is unnecessary.

Sirdars' Institute at Ambala (Government Wards).

84 At this point I think an account of the Sirdars' Institute at Ambala may be introduced The pupils are all Sirdars of the Cis-Sutlej States and Wards of Government. Their education is placed under the superintendence of Mr. Doran, who (with the assistance of the Munshi)

Mirza Ahmed Beg of Gurdáspore.
Imam Bakah Khan, Mazari
Jamal Khan
Miran Khan
Ghulam Haidar Khan } **of Dera Gházi Khan.**

And Commissioners of Divisions are requested to convey His Honor's acknowledgments to the gentlemen other than the above, mentioned in para. 195 of the report.

ORDERED, that the foregoing remarks, together with the report, be printed and circulated for general information.

By order of the Hon'ble the Lieutenant-Governor,

T. H. THORNTON.

Secretary to Government, Punjab.

to which the examinees belong. In the following institutions, the percentage of successful candidates was very favorable :—

Name of Institution	No. of candidates.	Number successful.
Dehli School	15	10
Lahore School	7	4
Bishop Cotton's School...	4	3
Jullundhur Mission School	5	4
Lahore Do	7	4
Dehli Do	5	3

12. The subject of the great decrease in the number and attendance in *schools of the lower class*, and of *female schools*, has been already remarked upon. The remarks by His Honor the late Lieutenant-Governor in the review of last year's report, regarding the differences observable in the amount of fees realized from non-agriculturists in different districts, are applicable in reference to the returns of the present year.

13. The general apathy evinced in regard to education by the bulk of the agricultural and artizan classes, adverted to in paras. 114 and 115 of the report, is to be regretted, but is hardly to be wondered at; and His Honor is of opinion that it will be better to improve our village schools, with the means at our disposal, and to trust to time and circumstances to effect a change in the temper of the people, than to force sensational results by the imposition of an additional Education cess. The fact that during the year 348 scholars of Vernacular schools obtained appointments of an average value of Rs. 8-5 per mensem—nearly double the amount of wages ordinarily paid to the uneducated menial—shows that education, even of the humblest kind, has a considerable market value, and this cannot fail in time to increase the desire for education. The proposal to combine technical instruction with elementary education in some of our village and town schools appears to His Honor to be worthy of consideration; and the establishment of an industrial school would be a suitable object for the expenditure of Municipal Fund.

14. The operations of the Book Department appear to have been active, and the number of useful books brought out by the department much larger than in previous years; but His Honor finds no statement showing financial position of the department, or how far the expenditure is covered by receipts. The Lieutenant-Governor requests that this information be supplied in future reports.

15. His Honor desires that his acknowledgments be conveyed to the several officers of the department specially mentioned in the report, and also to the District Officers whose services are recorded in para. 193. Letters of commendation will be addressed from this office to the undermentioned Native gentlemen for their assistance :—

The Local Committee of Ferozpore.
Do. Jagádri.
Do. Jullundhur.
Lala Wazir Singh, Lala Ramun Mal } of Dehli.
Lala Ishri Parshad.
Nawab Shamsher Ali Khan of Karnál.
Sardar Dyal Singh, Baba Sampuran Singh, „ Panjat Singh, „ Danya Singh, Sardar Lachman Singh } of Amritsar.

4. Much as His Honor regrets the falling off in the number of schools and scholars, he quite approves of the policy of looking to the quality of education imparted, rather than to the number of institutions or of students.

5. *Lahore College.*—His Honor is glad to observe a considerable improvement both in the number and success of the students of this institution. The number of regular matriculated students increased from 27 to 45 ; the daily average attendance from 13 to 22 ; three out of five candidates passed the First Arts Examination ; one out of the four senior, and four out of the nine junior, Government Scholarships were awarded to students of the College ; while ten students gained appointments in the public service, averaging Rs. 81 per mensem.

6. The progress of the *Dehli College* was also very satisfactory. The number of students increased from 25 to 34, and the daily average attendance from 21 to 24 ; two out of three candidates obtained the degree of B. A. ; five out of eight passed the First Arts Examination ; three out of the four senior, and five out of the nine junior, Government Scholarships were awarded to students of the College. His Honor is glad to notice that, of three students who left the College, two are continuing their studies at the Rúrki College, and one at Lahore.

7. *Lahore University College.*—This institution being still quite in its infancy, it is premature to express an opinion as to its success or otherwise. At present, the rules for the conduct of business appear to His Honor to require considerable revision, and care must be taken, lest—as apprehended by the Director in para. 179 of the Report—the main objects of the institution be lost sight of, and the funds applied to the promotion of purely oriental erudition unqualified by proficiency in western knowledge.

The munificence of the Chiefs of Kashmír, Patiála, Bháwalpore, Jínd and Nábha, in contributing to the Endowment Funds of the institution, has already been separately acknowledged, both by the Government and the Senate.

8. *Government Schools of the higher class.*—The reduction of these schools from seven to three was, in His Honor's opinion, under the circumstances, a wise measure. It is better to have three schools of the higher class with a good staff of teachers, and none but promising pupils, than a larger number of schools with an inadequate staff of under-paid teachers, and a multitude of ill-instructed pupils ; while the extension of Railway communication, and the establishment of boarding houses, will make the schools easily accessible to students from all parts of the Province. It is observed that, of the students in Government schools, as many as 43 obtained appointments during the year, averaging Rs. 23 per mensem in value.

9. Among the *Private schools of the higher class*, His Honor notices, with satisfaction, the very favorable report of Bishop Cotton's School at Simla, and the success of the students at the Calcutta University Examination. The Dehli, Lahore, Amritsar and Jullundhur Mission Schools appear also to have been fairly successful ; but the general failure of the scholars to pass the middle school examination seems to indicate, that the instruction of the lower classes was somewhat neglected. His Honor is glad to learn that a modified system of "payment by results" will be shortly introduced, which will have the effect of remedying this evil.

10. The Lieutenant-Governor is gratified to observe that measures have been taken to strengthen and improve the instructing staff of *middle class schools :* these are the schools in which the foundations of sound education must be laid, and it will be impossible to expect a supply of promising students in our colleges, unless special care be taken in the instruction rendered in higher and middle class schools.

11. His Honor observes that, of 98 candidates for the Calcutta University Entrance Examination from higher and middle class schools, only 44 were successful. The large percentage of failures in some institutions shows that boys have been allowed to present themselves for examination, who have no chance of passing : this is unfair to the examiners, and brings discredit on the institutions

Proceedings of the Hon'ble the Lieutenant Governor of the Punjab, in the Educational Department, No. 538, dated 26th September 1870.

READ—

Annual Report on Education in the Punjab for the year 1869-70, forwarded by the Director of Public Instruction

REMARKS.—His Honor observes that during the year 1869-70, the amount expended from the Imperial Revenues on education decreased from Rs. 6,67,315 to Rs. 6,32,179 ; or, including the amount charged in the Department of Public Works, for Educational buildings, to Rs. 6,65,000 ; but this decrease of Imperial expenditure was more than made good by increased contributions from private and local sources. Private contributions to grant-in-aid institutions increased from Rs. 1,67,019 to Rs. 1,88,918 ; and the proceeds of subscriptions and donations from Rs. 5,935 to Rs. 16,282. This is satisfactory, and in accordance with the principles of the Educational despatch of 1854.

2. His Honor further observes with satisfaction that the amount expended on the higher class of education is not out of proportion to that expended on the education of the middle and lower classes, as will be apparent from the following table :—

Name of Institution.	Amount.		Percentage to whole
Colleges	49,789	Government	4·08
	4,504	Grant-in-aid	0·46
Schools of higher class	25,884	Government	2 69
	67,612	Grant-in-aid	6 76
Schools of middle class	1,42 914	Government	14 40
	1,15,140	Grant-in-aid	11 52
Schools of lower class	1,67,441	Government	16 76
	55,036	Grant-in-aid	5·61
Female schools	14,289	Government	1·44
	71,504	Grant-in-aid	7·15

3. The Statistics show a great decrease in the number, both of Educational institutions and of scholars, as compared with last year. Government Schools of the higher class were reduced from seven to three ; those of the lower class from 1,464 to 1,132 ; female schools from 206 to 164 ; normal schools from eight to three ; and aided female schools from 516 to 433 ; while the average daily attendance of scholars fell from 83,211 to 73,903 : these results are, it appears, attributable mainly to four causes,—*first*, the prevalence of scarcity and sickness throughout a great portion of the year ; secondly, to reductions of a large number of Government schools, with a view of improving the pay and prospects of village teachers, who have hitherto received so miserable a pittance, that it was impossible to secure efficiency ; thirdly, to the exhaustion of the savings from the Educational Cess Fund, out of which many village schools had been supported ; and lastly, to the closure of a large number of female schools, which proved to be failures from the impossibility of obtaining suitable teachers.

instructs them in English and Persian, and is of great assistance to them in many other ways as will appear from what follows

I examined each of the Sirdars at the beginning and at the end of the year under report I append both reports in full as I think the institution most important as well as interesting, and I desire to convey my own very strong impression that Mr Doran has been a most valuable Superintendent since his appointment From the two reports the first written in the infancy of the institution, I think a good idea of a year's improvement may be gained

First examination April 1869

(1) "At that time there were five wards proper and two extra pupils The wards may for convenience be divided into 3 little boys and 2 adults

(2) "The names of the two younger are Tara Singh, Sirdar of Bhareli and Narayin Singh, junior Sirdar of Manik Mazra they are both between eight and nine years old

(3) "Tarah Sing reads 1st English Book spelling the words and putting them together he could also read Hindustani (Panjab Singh), and wrote an Urdu dictation of simple words in a fair hand

(4) 'Narayin Singh was less forward he read short sentences in Hindustani and copied a passage of Persian writing legibly

(5) "Shib Narayin Singh Sirdar of Parkhali read fairly from 2nd English book and made out a letter of my own hand writing with considerable difficulty, he wrote but poorly from my dictation In Arithmetic he showed very considerable quickness learning during the examination to reduce rupees annas and pies to pies mentally also he added and subtracted accurately and with moderate speed He also wrote dictation in Hindustani very well and read and translated Insha-i Farsi pretty fairly I think he is a boy who will certainly improve fast

(6) 'Harnarindar Singh Sirdar of Manauli, read well from 2nd English book also read and explained a letter in my own hand writing, and wrote a good dictation of little words like 'my horse is dead,' he understood and answered some questions put him about his horses and sports He wrote a fair Urdu dictation and read Insha i Farsi but was not very sure in his translation In Arithmetic he blundered a good deal in a division by 15 as also in one by 5

'This ward is evidently very anxious to improve, but being of a slow intellect only advances very gradually and with great labour

(7) "Partab Singh Sirdar of Manik Mazra was examined in the same subjects as the Manauli Sirdar, he did not pass so good an examination being apparently very heavy and stolid with no counterbalancing enthusiasm or interest in his work

"I do not think much should be expected of him even under the most favourable circumstances.

(8) 'Jasmir Singh Sirdar of Tangor the least advanced of the two extra pupils could decypher 1st book in English and Panjab Singh in Urdu He wrote a short sentence of Hindustani not over well, and copied a little English round hand.

(9) "Fazal Haq the son of the Tahsildar of Kharrar read a very awkward piece of Bulwer Lytton which he had of course not seen before and explained it intelligently He read also an English letter and evidently quite understood it worked a sum in the rule of three correctly and also one in fractional money In conversation he gave me an account of the manner in which small Jagirdars manage their estates.

(10) "Generally I think that the Sirdars are getting very considerable benefit from their training in the Institute Their behaviour and manners which I have had very fair opportunities of observing from having met them on many occasions at the Superintendent's house shows how much their constant association with Europeans has improved them assuming that when they first came under superintendence they were like most other natives in their position It appears to me a very valuable sign that they now interest themselves in hunting and shooting and manly exercises generally, it must be a change for the better that one and all ride without fear on English saddles at a trot or gallop instead of pottering along on horses with pink tails led at an amble by the syce.

"I think the Superintendent should congratulate himself on improvements of this kind, it seems to me a very good sign of the Institute that the young Sirdars of Manauli can already take a photograph load a pin cartridge and hit a footsquare mark at 150 yards once out of three times in rifle practice I am of opinion also that the advantage of the Institute will in course of time begin to show itself more clearly the wards from knowing but little Hindustani when admitted must at first devote a considerable portion of the time set apart for instruction to acquire a means of communication between themselves and their teachers This once made certain they will doubtless afterwards show much faster progress in speaking English and the other branches of the education of native gentlemen

(11) "Munshi Dabi Parshad appears to me to be a good teacher and anxious for the progress of the pupils"

Second examination, April 1870

(1) "Narayin Singh, junior Sirdar of Manik Mazra, between 9 and 10, has read English Primer, 1st Urdu book, and some few pages of Waqiāt-i-Hind Has learnt a little mental Arithmetic, viz., to add and subtract, and to write figures, he has also been taught to write English and Persian In English and Urdu reading he was able to decypher both the text books and knew the meaning of a few of the words, he had very little notion of spelling, laboring apparently under some peculiar dullness of hearing which prevents his distinguishing the consonantal sounds, he copied a sentence of round-hand, and also a couple of lines of the Hindustani Primer very well indeed, he wrote *tum larke ho* correctly from dictation, but that was evidently as much as he could do

(2) "Tara Singh, Sirdar of Bharoli, between 10 and 11, could read the English and Urdu of the 1st 30 pages of Tashīl-ul-Kalām, and could translate either into the other He could also write a short sentence of Hindustani and translate it into English, spelling both languages correctly He could do a sum in the addition of numbers of two figures, and could subtract numbers of three, he read Waqiāt-i-Hind, and wrote a dictation from the same as well as could be expected from his age He had been taught Primer and 2nd Book, he read Primer pretty well, but translated lamely, the sentences in the former being too idiomatic for beginners

(3) "Jay Singh, Sirdar of Manauli, wrote an English dictation from the 1st Reader never seen before, spelling words like *elephant* and *remarkable* right, but showing by his mistakes in smaller words that he began learning English very late, or was badly taught when he *did* begin He worked a compound long division sum correctly, and two sums also in the simple rule of three He read the account of Robin Hood in the English first book very well, and translated it fairly Considering that he has read 20 pages of this book since the middle of February, and therefore only translated it once (without revision), I think it very creditable He and two others have also read the story of Perseus in Kingley's Heroes. He knew the parts of speech, and generally answered questions concerning them intelligently He translated the 2nd Urdu book into very fair English, though he had not seen the particular passage before He had read to the end of the 3rd chapter of Gulistan, and read the last *hikayat* of the 2nd chapter and translated it very well He wrote a dictation in Urdu without a mistake, and two or three lines of Persian very well

(4) "Shib Narayin Singh, Sirdar of Parkhali, 13 years old, wrote a very fair dictation, spelling words he had heard before very creditably, he worked sums in compound long division and simple fractions very well, he also worked one of two rule of three sums quite correctly Read English very much as Manauli, and translated it about the same, but was not so correct in his Grammar He had read a little of Farsi-ki-pahli kitab, and wrote a very good Urdu dictation

(5) "Partab Singh, Sirdar of Manik Mazra, wrote a dictation, spelling *people*, *themselves*, *around*, right, but spelling *elephant*, *spectacle*, *&c*, in a very remarkable way He did a compound long division sum right, and a compound multiplication nearly right Read much as Manauli, but knew less of Grammar He wrote a very good dictation in Urdu, and a few sentences of Persian fairly, he has just begun Persian and is now reading first Persian book"

SECTION IV INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION

Government Normal School

Normal school, Delhi (Govt.)

85 The normal school at Delhi is the only Government institution for professional education

The changes of note in the school establishment have been that Munshi Zaka Ullah, late Deputy Inspector of Schools, Muradabad, North-Western Provinces, was appointed head master and took over charge of the school on the 4th May 1869, from Lala Bhairon Parshad, B A, 3rd master Government college, Delhi, who was acting in the normal school as head master while Mr R Moore, the officiating head master of the normal school, was working in the college for Lala Bhairon Parshad Munshi Rahman Bakhsh, the Persian clerk and writing master, returned to his appointment from Lahore, where he was transferred in the last year, and relieved Munshi Dal Chand, who obtained an appointment in my office

18 students from the normal school proper submitted themselves for the half-yearly examinations held in April and October 1869 for certificates, and were all successful, 3 passing in the 2nd grade, 7 in the 3rd, and 8 in the 4th

The following is a comparative table for the years 1868-69 and 1869 70 —

Date of examination	No. of candidates.	Passed in grades.				Total passed	Total failed	Difference for 1869
		I	II	III	IV			
April 1868	8	...	2	4	2	8		
October 1868	7			5	2	7		
April 1869	8	.		4	4	8		
October 1869 .	10	.	3	3	4	10		+3
Total	33		5	16	12	33		+3

Besides these, 24 passed the entrance examination gaining the usual certificates. Prizes for special proficiency, amounting to Rs 74 were awarded to the following students —

	Rs
Wazir Muhammad	30
Tej Ram	12
Girdhari Lal	12
Tirkha Ram	10
Azim-ud-Din	10
Total ..	74

From the rudimentary classes 72 men went up for the entrance examinations held in April and October 1869, of these 24 were successful

During the whole year 24 students were admitted and 69 dismissed, 24 having obtained the usual certificates were employed in the Educational Department.

The following is a comparative table of number, attendance and fees for this year and last —

Year	Total number on the rolls.	Average attendance	Fees		
			Rs.	As.	P
1868-69	72	56			
1869 70 ..	67	51	18	4	3
Difference .	−5	−5	18	4	3

The staff of teachers is the same as it was in the last year All the teachers have continued to discharge their duties with ability and zeal especially Lala Pirbhu Dial, the 2nd master, and Maulavi Ulfat Husain, the head Oriental teacher, of whom the head master speaks most highly

Aided Normal Schools

86 The female normal school at Dehli supported by the S P G Mission and aided by Government, is the only Aided normal school in the Circle Its cost for 1869-70 was Rs 4 515, of which Rs 1,625 was the grant-in-aid At the close of the year there were 38 Hindus and eleven Musalmans on the rolls, the average daily attendance is, however, only 39

The school consists of two departments in one the women are Muhammadans and in the other Hindus

There are 19 Muhammadan and 13 Hindu women on the rolls The former can read and write in Urdu and the latter in Hindi The women both Musalman and Hindu are pretty well acquainted with Geography and the elementary rules of Arithmetic, also with something of the History of India and Grammar

The Muhammadan women are well connected, the descendants of old Muhammadan families once of note in Dehli Their pronunciation of Arabic and Persian words is perfect, as might be expected, and they are more intelligent than the Hindu women The latter are of good caste

If a love of reading could be imparted to these women, it would be conferring a permanent benefit on them, and might give them studious habits, which few native women possess I am not aware that a good library is attached to the normal school Mere school education is, I fear, becoming a bore to the elderly women and those who have been long in school

A list* of the names of such women as desire employment, and have been educated in the school, is appended containing a few necessary particulars

* This list was circulated amongst District Officers and throughout the Province —W R M H, *D P I*

List of Women trained in the Dehli Mission Female Normal School.

Names.	Age.	Salary	Place where she is willing to go.	Relatives who will accompany her.	Qualifications.
Haidarí Begam, daughter of	16	20	Anywhere near the Railway.	Masum Begam and her husband will accompany their daughter Husainí and their granddaughter Haidarí.	Can read and write Urdu, has a general knowledge of Geography and the simple and compound elementary rules of Arithmetic and the rule of three Also some acquaintance with the History of India and Urdu Grammar.
Husainí Begam, daughter of Masum Begam	32	15	Ditto.		
	50	Anything	Ditto.		
Mahafroz .	50	15—20	Anywhere ..	Her husband ...	Ditto.
Fatima Sultán .	30	25—30	Unwilling to leave Dehli.	..	Ditto.
Badra Begam ...	35	15	Near Dehli .	...	Ditto.
Haidarí Begam ...	40	10	Ditto.	..	Ditto.
Qádirí Begam .	18	20	Ditto.	With her mother	Ditto.
Wiláiti Khánam	30	15	Anywhere .	Sister, husband, and mother-in-law.	Ditto.
Hakim Zamaní .	.	..	Too ill at present to leave Dehli.		Ditto.
Nawási Begam ...	45	25—30	In Dehli ...	...	A very good teacher, employed at present in one of the Mission schools
Maryam Nisá ...	50	6—8	Anywhere.		
Nawáb Begam ...	50	6—8	Ditto.		
Sardar Begam ...	50	6—8	Ditto.		
Durgí ...	40	11	Near Dehli ..	Her brother ..	Can read and write Hindi, knows the simple and compound elementary rules of Arithmetic. General knowledge of Geography, and also a little of the History of India.
Piarí . .	35	11—15	In Dehli.		
Pammo . .	35	11—15	Anywhere ..	Her son.	
Mohini ...	30	11	Near Dehli .	Servant . .	Ditto.
Chawli . .	35	11	Ditto.	Nephew .	Ditto.
Durgí ...	35	11	Just now ill ...	...	Ditto.
Jindo .	30	11	Very ill ...	Her son ...	Ditto.
Zamuní ...	30	30	Unwilling to leave Dehli.	Servant ...	Ditto.

87. A list of Native gentlemen, to whose services the District Officers call especial attention, and to whom they recommend rewards of emolument or honor, is appended in the usual form. For myself, I desire to acknowledge the courtesy and assistance which I have always met with from the District Officers, and the attention which they have, one and all bestowed upon all matters with which I have had occasion to trouble them.

Native gentlemen recommended by the District Officers.

District Officers.

I append the names of two, who, from leisure or proclivity, appear to me to have been especially zealous in all matters connected with education, viz, Mr Oliver, whose great interest in the welfare of the schools of his District will very soon rehabilitate the unfortunate department of instruction in Gurgaon, and Mr Parsons, who has always met me, so to speak, more than half way in any projects I laid before him.

Special mention

Mr Oliver, C. S. I., Deputy Commissioner, Gurgaon.

Mr Parsons (Karnal).

88 In conclusion, I desire to express my very deep regret for the inadequacy of this report; at the end of May, when a few days should have seen it compiled and despatched to you, I was entirely incapacitated from any kind of work by fever. I did not materially recover till after my transfer to the Central Provinces was gazetted, and I myself was actually *en route* to Nagpore. Thus a report, of which the material was collected, I hope, with great care, is of necessity deformed by many omissions and some inaccuracies, besides faults of style probably numberless.

89 Babu Harjas Rai, head clerk, and Munshi Ganga Gir, Persian clerk, in my office, have given me satisfaction in the discharge of their duties.

E. WILLMOT,

Inspector of Schools, Ambala Circle.

LAHORE CIRCLE.

INSPECTOR—C. W. W. ALEXANDER, ESQ., B. A.

I have the honor to submit my annual report for the year ending 31st March 1870

2. Several noteworthy changes have taken place in the Circle during the year. The most important was the transfer of the two Districts of Multan and Montgomery from this to the Multan Circle, and of the Gujranwala and Syalkot Districts from the Rawalpindi to this Circle This change has been beneficial in many ways. It has put under my charge all the Districts of three Divisions, instead of one or two Districts in a number of Divisions, and has thus made the Circle more compact. It has considerably diminished the area of the Circle, though it has added to the number of schools in it. And, lastly, it has brought into the Lahore Circle, where an Inspectress is appointed to visit female schools, all the Districts where female education has made any degree of progress. The addition to the number and importance of the schools in this Circle of course increases the work of the Inspector, but the more compact area in which they are situated renders the work of inspection easier and more pleasant.

Changes in the Circle in its limits.

3. Another change has been the removal of the Lahore zil' school from the charge of the Principal to that of the Inspector. I am not sure that this change, which of course adds considerably to my work, is calculated to be of benefit to the school; for, the Principal being always on the spot, while I am necessarily away from Lahore for a large portion of the year, and having far more frequent intercourse with the native gentlemen of the town than I can possibly have, ought to be in a position to exercise a closer supervision over it, and to do more to make it popular in the place than I can ever hope to do. However, I made no opposition to the arrangement, and shall endeavour to promote the prosperity of the school to the utmost of my ability.

2. Transfer of Lahore school from Principal to Inspector.

4. Another important change was introduced at the beginning of the year, and has caused a great diminution in the number of primary schools throughout the Province. This has been an arrangement to improve the pay and position of village school teachers, by closing all those schools which were least flourishing. By this plan the minimum pay for a village school teacher has been fixed at Rs. 10 a month instead of Rs 5, and we shall now doubtless be able to obtain a better class of men than formerly for our elementary schools. The most obvious effect, however, of the change has hitherto been an immense reduction in the number of primary schools, and a large though not an equally great reduction in the number of boys attending them. Taking male and female schools together, the number of primary schools has thus been decreased in the Districts now forming this Circle from 803 to 573, or by 230, and the number of children attending them from 27,636 to 22,413, or by 5,223. The advantages anticipated from this change will doubtless be diminished by the great and sudden rise in the cost of all the necessaries of life, as a man on Rs. 10 a month is now scarcely better off than one on Rs 7 was five years ago; still the move is one in the right direction, and must eventually produce some good results.

3. Raising pay of village teachers.

5. One other change I think I should notice here, as it shows that a further step has been made towards the object, much desired by Government, of inducing large towns to provide for the education of their own population. One step was made towards this last year when all elementary education in towns was made dependent on local rates assisted by a Government grant, but this year the Municipality of Ferozepur have agreed to place the whole of their zil' school on the grant-in-aid footing. Now, therefore, the whole of the educational institutions in the town, containing 478 boys and 79 girls, are paid for from local sources aided by a Government grant I shall have to allude to this subject again, but the example set by the Ferozepur Municipality is so deserving of prominent notice, that I have thought it desirable to bring it forward here as one of the most conspicuous operations of the year.

4. Ferozepur zil' school put on grant-in-aid footing.

6 The changes above enumerated, as well as other minor ones that will be noted hereafter, have caused a reduction in the whole number of schools in this Circle from 1,077 to 952, excluding indigenous schools.

General statistics.

Of purely Government schools, including branch and elementary English schools, the number has fallen from 803 to 650; while the number of Aided schools has increased from 274 to 302. The total cost of the Government schools has diminished from Rs. 1,82,000 (round numbers) to Rs. 1,72,000; and the cost to Government has diminished in a greater proportion, viz., from Rs. 87,000 to Rs. 81,500. In the case of Aided schools, the cost has increased from Rs. 1,08,000 to Rs 1,23,000, and the cost to Government from Rs. 53,000 to Rs. 63,000. Altogether the whole expenditure in the Circle has risen from Rs. 2,91,000 to Rs. 2,98,000, while the expenditure on schools from public funds has risen from Rs. 1,40,000 to Rs. 1,44,600. The number of boys attending the schools has decreased in a much smaller proportion than the number of the schools, the figures being 42,488 and 41,985, showing a total reduction of 503. Government schools show a falling-off of 2,114 boys, and aided schools, an increase of 1,611 boys. The number of boys learning English has fallen from 4,630 to 4,570. the loss being pretty equally divided between Government and Aided schools. Fees realized in Government schools have fallen from Rs. 9,753 to Rs. 8,576, and in Aided schools the collection has risen from Rs. 5,987 to Rs. 6,261, showing a total reduction of fees amounting to Rs. 903.

SECTION I.—CONTROLLING AGENCIES.

Inspecting staff.

7. The inspecting staff remains the same as was noted in my last report. The extent of this Circle and the number of schools in it led to the appointment, at the close of last year, of Mr. Millett, as Assistant Inspector, and at the same time Mrs. Millett was appointed Inspectress of female schools. Application was made to Government to sanction the appointment of one Deputy Inspector for each Division in place of a Chief Muharrir to each District, as the latter officers were seldom found to be efficient. This proposal was negatived; but another suggestion to appoint a Deputy Inspector to each of the three Districts of the Amritsar Division has received the sanction of Government and will be immediately carried out. Maulavi Karīm-ud-dīn still remains as Deputy Inspector of this Circle, but he is about to be transferred to the Amritsar District. No changes have taken place among the Chief Muharrirs, except the removal of the Chief Muharrir of Gurdaspur, who was found quite inefficient. A Deputy Inspector, as I said before, will be appointed in his place.

Appointment of Inspector for Kullu.

8. An addition has been made to the controlling agencies of this Circle through the liberality of Mr. G. Knox, who has paid during the past year Rs. 25 a month as a moiety of the salary of a man to teach and supervise the schools in the Kūllū Parganah of the Kangra District. A very active and efficient man, Nathū Ram, was appointed to this post at the beginning of the year, and by his exertion he has succeeded in materially raising the style of education given in that part of the country. In fact he has raised into really efficient primary schools collections of boys that before were schools only in name.

Amount of inspection this year not satisfactory.

9. The amount of inspection work done during the year has not been as large or as searching as I could wish, but this year's experience of the work in the Circle, as it now stands, will enable me to arrange for more thorough work next year. The changes in the Circle have very much increased the amount of work to be done, at the same time I have obtained the assistance of Mr and Mrs Millett. But the Inspectress, when visiting the schools in the District, is obliged to go into every village where a school is established. She cannot collect the girls at convenient central spots, as is done in the case of boys' schools, but must personally visit each single school, and of course the Assistant Inspector must accompany her. Hence, while the Assistant Inspector could efficiently examine all the boys' schools in the Jalandhar or Syalkot District in three weeks, if travelling alone, when accompanied by the Inspectress, as he necessarily must be, he cannot do the same work in less than 6 or 7 weeks. The usefulness of the Assistant Inspector therefore in relieving me of some of the inspection work is very much lessened by the necessity of his accompanying the Inspectress. I knew beforehand that this must be the case, but I had no idea to how great an extent it would affect the work done. Next year I shall be able to distribute the work better. Even under the circumstances of the present year, all the schools in the Circle, except 4 town schools, 17 village, and 94 female schools, have been inspected.

Work done by Mr. and Mrs Millett

10. Mr. and Mrs. Millett started into camp in May, and marched round the Kangra Valley, visiting all the village schools both for boys and girls. In September they returned to Lahore, and Mrs Millett examined all the girls' schools in the cities of Lahore and Amritsar. About the middle of October they went into camp in the Jalandhar District, and, from that time to the

present, have been moving about under canvass without intermission, being now again inspecting the schools of the Kangra District. I am happy to be able to report that Mr. Millett appears to perform her work in a thoroughly hearty and honest manner, sparing herself no exertion or fatigue in the complete discharge of her duties. She has worked hard to improve her acquaintance with the language, and will doubtless soon become quite efficient in this respect. Mr. Millett has also brought a good deal of energy to the performance of this work. I have had some opportunities of observing and testing his way of examining a school, and I believe that for inspecting primary schools, amongst which his principal work lies, he is perfectly competent.

Inspector's work.

11. The hot months at the beginning of the year I spent in the Kangra and Kūllū Valleys, being anxious to start under my own experience a plan I had arranged for introducing a really efficient system of primary education among the people of the Kūllū Valley. At this time I was also engaged in reviewing the Urdu Grammars which were sent in to compete for the prizes offered by Government. I returned to Lahore at the beginning of October, and, besides examining the zil' and aided schools, I have since then marched through the Amritsar, Gurdaspur, Lahore, and Ferozepur Districts. I have also been employed in superintending the preparation of an Urdu Grammar by Maulavi Zya-ud-dīn of Gujrat. I may add also that my office work, both English and Vernacular, has greatly increased during the past year.

Maulavi Karīm-ud dīn.

12. Maulavi Karīm-ud-dīn has continued to discharge his duties to my entire satisfaction. He is now about to be transferred to the Amritsar District, and I have no doubt he will prove as successful in his new sphere as he has always been in his old one.

Qualifications of Chief Muharrirs.

13. The experience of many years has shown us that the class of men we generally obtain as Chief Muharrirs is not as a rule equal to the work they have to discharge. They are men who have had no experience of any but the lower branches of education, and have given no thought to the general theory and practice of the science. It is important therefore always to keep in mind the necessity of replacing the present men by a higher class of officers as soon as sufficient funds become available. I append some remarks on the work of the present Chief Muharrirs of this Circle :—

Jalandhar.—Mehar Chand. A man of good abilities and attainments, somewhat above the ordinary. Active also and energetic, but of hasty temper and somewhat rough manners to his subordinates. Fairly efficient.

Hushyarpur.—Abdulla. A trustworthy and painstaking man, but with somewhat antiquated and narrow ideas on many educational subjects. Has succeeded, however, in greatly improving the schools of the District.

Kangra.—Ram Rattan. A man of good family and very considerable attainments. Would be very efficient if he had more energy and force of character.

Gurdaspur.—Ghulam Qadir. Was appointed by the Deputy Commissioner without the concurrence of this Department, and has since been removed, having been found inefficient. A Deputy Inspector will be sent here.

Amritsar.—Ganga Parshad. A man of good attainments, and much force of character, and has taken good care of his schools. His usefulness is impaired by his rough manners and a tendency to drink. A Deputy Inspector is to be sent here.

Syalkot.—Illahi Bakhsh. Bears a very high character, and has been successful with his schools. I know little of him personally. A Deputy Inspector will be sent here and this man employed elsewhere.

Gujranwala.—Imam Ullah. Painstaking, zealous, and of fair attainments. Efficient.

Lahore.—Khalīl-ul-Rahman. Honest and industrious, but of poor attainments, and deficient in energy. Not suited to the post.

Ferozepur.—Imam-ud-dīn. Honest and zealous, but deficient in common sense. Works hard but produces very little effect.

Local Committees of Public Instruction.

14. Local Committees of Public Instruction form part of the controlling agency, though their controlling functions are very limited. I cannot say that they have done much during the year, though here and there individual members have been of prominent service. I will here make a few remarks regarding each of the Committees.

Lahore.—The Lahore Local Committee of Public Instruction, as such, has not [illegible] meeting for several years. The members have of course frequently come together at [illegible] of the Anjuman and the Panjab University, but these meetings were for the discussion [illegible] more general subjects, and had no reference to the special interests of the Lahore zil' schools. I propose now to endeavour to induce them to meet occasionally.

Amritsar.—The Amritsar Committee has not been of any service to the cause of general education during the year. In its other form of Committee for female education it has displayed greater activity, which will be noted in another place.

Hushyarpur.—The Committee at Hushyarpur has not shown more energy than usual except in one instance—when stirred up by the Deputy Commissioner—it roused itself to send in a charge of neglect of duty against the headmaster.

Batala.—I regret that the little display of renewed energy shown by the Batala Committee proved short-lived. With the removal of the late Tahsildar, Abdulla Athim, and the appointment of the present one, its activity entirely ceased.

Nurpur.—The Nurpur Committee maintains a fitful energy, and is on the whole one of the most useful in this Circle.

Ferozepur.—The best Committee in the Circle, however, is that at Ferozepur, which contains several very active and useful members. I was rejoiced to see in the Gazette a short time back that Government had conferred on Nagar Mal, the leading man in the Committee, the title of Rai, in recognition of his exertions in the cause of education.

Rahun.—During the early part of the year the Rahun Committee showed no signs of activity, but latterly they appear to have roused themselves, and to have carried several useful measures. The members who have not distinguished themselves are Gokal Das, Sadha Ram and Wazir Khan.

Gujranwala.—When the Gujranwala school came under me I found that there was no Local Committee of Public Instruction appointed there. I accordingly induced the Deputy Commissioner to select the men he thought most fitted, and to form them into a Committee, and I promised them that if they showed an inclination to be useful, I would recommend them to Government to be gazetted. They have been at work now for three or four months, and have held several meetings, which have not been without good results.

SECTION II.—GOVERNMENT SCHOOLS.

A.—Government Zil' Schools.

All elementary instruction put now on the aided system.

15. One or two important changes in the organization of zil' schools must first be mentioned. Last year I reported that all the branch schools and some classes of the lower department of the zil' school had been put on the grant-in-aid footing. I have now to report that through the liberality of Municipal Committees and Deputy Commissioners, I have been able to place the whole of the lower departments of all the zil' schools on the same footing, so that now the entire elementary instruction in large towns is paid for from local rates with the assistance of a Government grant. There is one exception to this, viz., at Gujranwala, where, up to the end of the year, the lower school and branch school were both paid for from imperial revenue. I have, however, been able, with the assistance of Lieutenant-Colonel Babbage, to procure in this place also the means of placing the elementary schools on the same footing as those in other places. I may also mention that in Lahore no assistance is given for elementary schools by the Municipal Committee. The lower school there (the branches having all been closed) is supported in part by the produce of the fee-collections, and in part by a Government grant.

All the upper schools but Lahore and Amritsar abolished.

16. Another important change in the organization of zil' schools has been the abolition of an upper department in all the minor schools, the boys of which have been transferred on scholarships to the large schools at Lahore and Amritsar. This change is one the importance of which it is difficult to over-rate. The expense incurred in maintaining the establishment required for an upper school in small places where there were but few advanced students was quite disproportioned to the advantages gained, while it compelled us to provide comparatively indifferent teachers for the middle schools. Under the present system, on the other hand, while the two upper schools at Lahore and Amritsar are sufficiently supplied with pupils, we are able to give a really efficient staff of teachers to the middle schools.

General statistics.

17. The number of zil' schools in this Circle has been reduced to one, owing to the removal, as already described, of the Ferozepur school to the list of Aided schools. The Multan school has been taken from the Circle and the Gujranwala school has been brought into it. There are therefore at the present time 7 Government zil' schools instead of 8, and the number of boys in them shows of course corresponding diminution. Altogether the number of boys entered in Government zil' schools and their branches has fallen from 3,109 to 2,679, and the amount collected in fees from Rs. 5,540 to Rs. 4,254. The total cost of these schools has fallen from Rs. 73,315 to 62,538, and the cost to Government from Rs. 59,739 to Rs. 53,402. The number of boys learning English has also fallen from 805 to 506, owing in some measure no doubt to the now complete abolition of English instruction in the lower schools.

Difficulty of separating statistics of each class of school.

18. It is not easy from the returns before me to separate exactly the statistics belonging to each class of school, for I find that in the returns for the previous year all the boys in the Lahore and Amritsar schools were entered in the list of upper schools, though many of them belonged to the middle and lower departments. Similarly, in some of the middle schools, some boys were included who belonged to the lower schools. This was perhaps unavoidable, as the classes so entered were taught by teachers who received their pay from the Imperial revenue, and it was difficult, if not impossible, to separate the accounts. This year, however, the whole of the lower department of all the zil' schools having been put on the grant-in-aid footing, each of the three grades is shown separately and distinctly in the returns I will endeavour, with such information as I possess in my office, to give an abstract of the statistics of each department separately, and compare them with those of the previous year.

Number of boys in each department at beginning and end of year

19. In noticing these statistics I will take the returns for those schools only which are now in this Circle, and I must premise that I have no means of indicating more than the number of boys in each class of schools in the two years. The number of boys in upper schools has decreased from 104 to 93. This decrease is due to two causes: one, that some of the boys of the minor schools have declined to leave their homes to study in Lahore and Amritsar; the other, that the severity of the middle school examination test has permitted the promotion of but few boys from the middle to the upper school. In the middle schools the number has increased from 417 to 454. In the lower schools the number of boys has decreased from 2,420 to 2,132. This has been in a great measure caused by the closing of all the branches of the Lahore zil' school, which, at the end of the previous year, contained 294 boys; but also partly by the fact that the discontinuance of English in the lower schools is not in accordance with the wishes of many of the people, who prefer sending their children to the Mission schools where they can begin English as early as they like.

Proportion of boys in each class of school

20. According to the above figures 3·5 per cent. of the whole number of boys were in the upper school at the beginning of the year, and the same number at the end of the year. At the close of the year the number of boys in the middle schools, however, had increased from 14·17 to 20·4 per cent. of the whole number; and in like manner the percentage of boys in the lower schools had diminished from 82·33 to 79·6.

Athletic sports

21. Cricket and athletic sports have been cultivated as far as the means at our disposal permitted. In most of the schools attempts were made to raise subscriptions for the purchasing of cricketing gear, but as the prices demanded by tradesmen in the Panjab for bats and balls are so very high, the little sums they were able to collect were found altogether inadequate It would tend much to encourage the cultivation of the game if a stock of bats, balls, and wickets were got out by the Book Department, as, even if it were not possible to supply them to the schools gratis, it would enable the boys to make their subscriptions go much further by purchasing the requisite articles at moderate prices. A series of matches was held in Lahore between the Lahore, Amritsar, Multan, and Hushyarpur schools, the contest being for a handsome silver-mounted champion belt that had been purchased for the purpose, partly from private subscriptions, partly from school funds. The struggle lay really between the Lahore and Amritsar elevens, as the other two had had but little practice, and it was decided after a close contest in favor of the former, which therefore keeps the belt for this year. The recommendation made in my annual report of last year, for a grant to erect gymnasia at each zil' school, has been acted upon, and the gymnasia are now in course of preparation.

22. I think it advisable at this point to draw the attention of yourself and the Managers of Indian schools generally to the remarks of the headmaster of the Lahore zil·

school regarding the value of athletic sports as a means of promoting school discipline. Mr Kirkpatrick encourages the boys to come early to school and play at different games in the courtyard before school opens, and to do the same after work is over. This has led, he says, to an improvement in the attendance, as the boys enjoy the fun better than playing truant It also gives them life and energy, which affect their progress in their studies, and generally raises their moral tone, and leads them to show more forbearance and good feeling towards each other.

Results of general examination

23. Three general annual examinations are now held, *one* for the upper school admitting to the college, or the entrance examination of the Calcutta University; the second for the middle school admitting to the upper school, called the middle school examination; and the third the lower school examination, admitting boys from the lower to the middle school. Of this latter I will speak at length when reporting on each school.

Entrance examination.

To the Calcutta University examination the schools of Lahore, Amritsar, Hushyarpur, and Gujranwala, sent in candidates, and the results of the examination are shown in the annexed table:—

Name of school.	Number who passed in			Number who failed.
	First Division.	Second Division.	Third Division.	
Lahore	...	3	1	3
Amritsar	1	1	1	6
Hushyarpur	...	...	...	3
Gujranwala	...	...	..	1
Total ...	1	4	2	13

The Amritsar student who passed in the 1st Division, Ghulam Muhammad by name, obtained the highest marks of all the candidates from the Province, and therefore won the prize of Rs 500 given by Sir Stafford Northcote, when Secretary of State for India. He is one of the most promising pupils that have ever left our schools, and I regret to say that his health is so very bad that there is no hope of his being able to continue his studies in the college. The failure of the Hushyarpur boys is probably due in a great measure to the neglect of duty on the part of the headmaster, to which I shall have hereafter to refer.

Middle school examination.

24 The middle school examination brought out a large number of candidates, but the results were unexpectedly disastrous, and a very small proportion of the boys passed The examination this year was conducted in strict accordance with the rules, and the candidates were required to obtain 30 per cent. of full marks in each subject. Though the examination was undoubtedly a severe test for schoolboys at that stage of advancement, the cause of the large number of failures can no doubt be attributed in a great measure to two circumstances. One is the unusual and very terrible scourge of fever that visited almost every town during the two or three months previous to the examination, and the effects of which were visible on the faces of very many of the boys who went in to the examination. The other is the inefficient staff of middle school teachers which we had necessarily to keep up as long as we maintained so many upper schools. The latter cause has been removed now, and we may hope that such another pestilence may not visit the land next autumn, so that there are fair prospects of better results being then attained. One feature of the examination may however be noted, as it no doubt had something to say to the number of failures. A much larger number of boys appear to have failed in Arithmetic than in any other subject, and some of these to my knowledge were boys who ordinarily worked sums with considerable ease and accuracy I can only account for the failure of such boys by the circumstance that the questions involved many kinds of weights, measures, and coinage, which the boys had neglected to learn, or which had been forgotten. The actual results of the examination are shown in the following table. The Nurpur school did not send in any candidates.

Name of school.	Number of candidates.	Number passed.	Number failed.
Lahore	8	3	5
Amritsar	15	5	10
Hushyarpur	17	3	14
Gujranwala	8	1	7
Rahun	12	2	10
Batala	6	..	6
Ferozepur	3	1	2
Total	69	15	54

Lahore zil' school; general statistics.

25. At the close of the previous year the Lahore zil' school contained altogether 437 boys, of whom 34 were in the upper school, 109 in the middle school, 294 in the branch schools. The upper and middle schools were maintained, as at present, from the Imperial revenue, at a total cost of Rs. 17,916, of which Rs. 17,119 was raised from public funds. The branch schools received a grant-in-aid, under Art XIV, of Rs. 1,794, which, with a grant from the Municipality of Rs. 500, and fees amounting to Rs. 80, made up the total cost of Rs. 2,375. The whole cost of the entire school amounted then to Rs. 20,291, of which Government contributed Rs. 18,913. During the year under report the branch schools, with one exception, have been abolished, so that the whole number of boys has been reduced to 280, of whom 51 are in the upper, 98 in the middle, and 131 in the lower school. The cost of the upper and middle school was Rs. 17,495, and the cost to Government was Rs. 16,697, both sums showing a slight reduction on the corresponding amounts for the previous year.

Fees.

26. In the year 1868-69 the sum collected in fees in the upper and middle school amounted to Rs. 1,588, and in the year under review the sum collected came to only Rs. 1,006. I am quite unable to account for this great falling-off,* as there has been no decrease in the attendance, and the rate of the fees is exceptionably high, the average rate being in the upper school 16 per cent., and in the middle school 41 per cent., above the prescribed minimum. In the lower school, on the other hand, the amount has very much increased. In 1868-69 no more than Rs 80 were realized from nearly 300 boys who attended the branch schools, whereas at present Rs 30 a month are regularly collected from the single school of 131 boys.

Very few Lahore boys in the upper school.

27. It is a curious fact and one that ought to be brought prominently before the influential native residents of Lahore, that so small a proportion of Lahore boys remain in school long enough to reach the higher classes. When the present headmaster joined the school there were altogether 29 students in the upper school, of whom 12 only were residents of Lahore. Of these 12 two passed the entrance examination and entered the college; one, E. Lewis, failed at the entrance examination, but nevertheless entered the college. Four obtained employment and one left without any known object. Four alone remained, and they were joined by four others, so that the whole number of Lahore boys in the upper school is 8 only. In the middle school about 84 per cent. of the boys are residents of Lahore. It is subject for serious reflection why so few of the Lahore boys ever get above the middle school.†

State of the upper school.

28. When Mr. Kirkpatrick took charge of the school in July 1869, he found in the upper school a first class in two divisions, and a 2nd class, but no third class. At first he amalgamated the two divisions of the 1st class, but on looking closer he found that what had been called the 2nd division of the 1st class was really only a 2nd class, and what was called the 2nd class was really the 3rd class, as it consisted of boys who had passed the middle school examination in the previous January. On discovering this Mr. Kirkpatrick very properly put back all the boys to their proper classes, whereupon most of them left and joined other schools; 13 boys remained in the 1st class, of whom at a final test examination Mr. Kirkpatrick rejected 4 boys.

* Last year the fees collected in the lower school were erroneously included in the fees of the upper and middle school.—W. R. M. H, *D. P. I.*

† The facility with which boys of Lahore obtain employment is probably the principal cause.—W. R. M. H., *D. P. I.*

Eventually 7 presented themselves for the entrance examination, of whom 4 passed, three in the 2nd, and one in the 3rd division. It is probable that these boys would have done better had they not been suffering, as most were at that season, from the prevailing sickness. After the results of the middle school examination were published, and the plan of closing the upper departments in all the minor zil' schools was determined on, there was a large influx of boys to the upper school from all the schools of the Lahore, Rawalpindi, and Multan Circles. Some of these boys afterwards preferred going to Amritsar, but after all were settled down in their places the numbers of the upper school stood at the end of the year at 51. The general condition and tone of the school is decidedly good.

29. Eight candidates were sent into the middle school examination, of whom 4 passed. All the 8 boys passed in English, which is creditable to their teacher, Lala Sawaya Ram, the failures were in Arithmetic and Persian. The middle school is now organized according to the scheme for Anglo-Arabic and Sanskrit schools, and is divided into 5 classes. This arrangement is likely to be popular, and will certainly increase the usefulness of the school. The school seems to be well taught, and generally in a good condition. The chief fault is a laxity of discipline, which all Mr. Kirkpatrick's efforts have proved unavailing to check. The subordinate teachers do not appear to support him thoroughly in this matter, and it is doubtless a difficult thing to get them into habits of strict order when they have for a long time been suffered to fall into careless ways. This point shall receive close attention during the next year.

Lower school

30. The lower school is in a very satisfactory state. All the boys who were examined at the lower school examination passed creditably, with one exception. The school is well atttended and the staff efficient. A large number of boys ought to be furnished to the middle school by the close of the present calendar year.

Changes in the establishment.

31. Several important changes have taken place in the school staff. Mr Beddy, the deservedly popular headmaster, was transferred to a higher post in July, and was succeeded by Mr Kirkpatrick; Mr. Mackintosh, who was officiating as 2nd master, was also transferred to a higher appointment in September, and no one was sent in his place. Lala Piyare Lal, who was employed as headmaster of the Shah Almi branch school, and after that was closed in the middle school, obtained a more lucrative post at Dera Ismail Khan, and was succeeded by Babu B. M. Banarji.

Services of the masters.

32. The school has been so short a time under my charge that I can scarcely judge fully of the merits of the different masters. Of Mr. Kirkpatrick, however, I may say that I have seldom met any headmaster who possessed greater capacity or liking for his work. He is hardworking and zealous, and extremely popular with his subordinates as well as with his pupils. Lala Sawaya Ram as English teacher of the middle school deserves praise for the success of his pupils at the middle school examination; and Maulavi Rahīm Bakhsh, a teacher of the lower school, is specially mentioned by the headmaster as being successful as a teacher and disciplinarian. Mr. Kirkpatrick also mentions the names of Maulavis Muhammad Hassan, Badar-ud-dīn, and Hamīd-ud-dīn, as deserving favorable notice.

Amritsar zil' school; general statistics.

33. The Amritsar school together with its branches at the beginning of the year contained 1,096 boys, of whom 41 were in the upper, 76 in the middle, and 979 in the lower school. At the close of the year the number of boys had slightly decreased, the number then being 1,047, of whom 42 were in the upper, 125 in the middle, and 880 in the lower schools. These figures show a most satisfactory increase in the number of boys in the higher classes—an increase which I expect that next year's returns will show to be steadily progressing. The whole cost of the main school and its branches in the year 1868-69 amounted to Rs. 21,570, of which Government contributed Rs. 16,367, and municipal funds Rs. 2,258. During the year under review the whole cost of the school was Rs. 20,966, and the cost to Government was Rs 16,311, the Municipality contributing Rs. 2,300.

Fees.

34 In the year 1868-69, the whole amount collected in fees was Rs 7,854, and in the year under review it amounted to Rs 1,811. In the former year Rs. 992 were collected in the main school and Rs 862 in the branches. But in the following year the amount collected in the main school was reduced to Rs. 817, and that in the branch schools was increased to Rs. 994, in consequence of the transfer of the lower department of the main school to the category of branch schools.

Severe sickness in Amritsar.

35. Before making any remarks on the general progress of this school, it is right that I should point out the exceptional difficulties against which it has had to struggle this year. Shortly after the reassembling of the boys after the summer vacation, cholera, in an epidemic form, broke out with unusual violence in the city, and caused great excitement and fear amongst the whole population. Every effort was made to keep the school together, as it was feared that its being closed might tend to increase the panic, but in August it was found absolutely necessary to shut the school for three weeks. At the expiry of this time it was not easy to get the boys together again, so entirely panic-stricken was the whole population; but when at last they were reassembled the city was visited by another hardly less afflicting scourge in the shape of a severe form of fever, which scarcely left a single family unaffected. This fever prevailed almost unabated up to the very time when the great annual examinations were held, and no doubt seriously affected their results.

Entrance and middle school examination.

36. In consequence of the above unfortunate circumstances the results of the Calcutta University examination were not as satisfactory as they otherwise certainly would have been. Out of 9 boys who went in only 3 passed, of whom 1 was in the 1st division, and obtained higher marks than any boy in the Province, 1 was in the 2nd, and 1 in the 3rd division. It was confidently anticipated that 7 boys would pass. Several boys who would in all probability have taken good places left the school just before the entrance examination took place, two of the best entering the Medical College. For the middle school examination 15 boys presented themselves, of whom 5 only passed. Great care was taken by the masters to test the attainments of these boys before allowing them to sit for the examination, and there is no doubt that a much larger number would have been successful had it not been for the disturbing causes noticed in former paragraphs.

State of the upper school.

37. The condition of the upper school is satisfactory. The 1st and 2nd classes are very full and contain by far the greatest number of boys. The 3rd class, owing to the small number of boys who passed the middle school examination, contains comparatively few, but the boys in it are clever and promising; all the classes have been well taught. A Sanskrit teacher has been appointed to the school during the year, who teaches those boys who have no taste for Arabic. This is a great acquisition and will make the school more popular.

Middle school.

38. The middle school has greatly increased in numbers during the year, and bids fair to extend still more largely during the present year. The 2nd and 3rd classes are now so large as to necessitate their being divided into two divisions each, so that the middle school consists practically of six classes. Great care is taken by all the teachers in the instruction of the boys, and weekly examinations of all classes are held to test their progress, the teachers mutually assisting each other in conducting them.

Lower schools.

39. I do not consider that the lower school has been taught with the same care this year as it was the year before, though the teachers have remained the same. The principal defects I noticed were in Urdu Grammar and Arithmetic. The lower department of the main school is now considered as a branch of it, as its cost is defrayed from branch school funds. There are now therefore 7 branches, which contain altogether 880 boys. All these branches, with one exception, have the three classes of the lower school complete; in the remaining branch there are still only the two lower classes, but it is expected by the end of the year it also will be able to send boys to the lower school examination. The branch schools together have sent during the year about 50 boys to the middle school, and since their foundation the 6 original branch schools have contributed no fewer than 262 boys to the main school. A large portion of the boys in most of the branch schools belong to the Pandas, whose schools are little more than nurseries where the parents like to deposit their children for the day, and where they learn only the multiplication table and bazar accounts. Arrangements have however been made this year, by Mr. Buchanan, that all the boys of a teachable age (7 years has been fixed as the age) shall be obliged to commence Urdu, and by this rule upwards of 180 boys have passed into the Persian schools durinig the year.

Athletic sports.

40. The boys have been diligent in practising cricket and gymnastics. In the former, under the instruction of Mr. Harvey, the 2nd master, they have acquired no mean skill, and have beaten in two well-played matches their formidable rivals in the Mission school. In their gymnastic exercises, they have been assisted by Mr. Wood, the 3rd master.

Changes in the establishment

41. The school staff has been almost entirely changed during the year. Mr. Lindsay, the former excellent headmaster, was deservedly promoted to a Professorship in July, and was succeeded by Mr Buchanan. Mr Carbery was transferred to Simla in October, and was succeeded by Mr. Harvey. Pandit Mokand Lal obtained the post of Judicial Sarishtadar at Ferozepur, and was succeeded by Babu Partab Singh. Two new appointments were made to increase the staff, viz, Haji Ibrahim as Arabic teacher (who however soon left and was succeeded by Muhammad Yar Khan) and Babu Parma Nand. Mr. Wood and the Vernacular teachers are the only members of the old staff that remain.

Purchase of a clock for the school.

42. I wish to mention here that when Mr. Lindsay left the school his pupils and their parents wished to testify their regard for him by subscribing to present him with a testimonial. When Mr. Lindsay heard of this, knowing that it was not in accordance with the wishes of Government that such presents should be accepted by its officers, he begged them to devote any money they might have raised to some object connected with the school. They therefore, with the assistance of some funds that I had at my disposal, purchased a very handsome clock, which is now placed in the school library, and cost Rs 400 I mention this circumstance as being very creditable both to the school and to Mr. Lindsay.

Services of the masters

43. When all the teachers have done so well it appears almost invidious to mention any in particular. I must, however, bear testimony to the industry and zeal displayed by Mr Buchanan, the headmaster. Mr. Harvey, the second master, has but lately joined the Department, but he displays such an intelligent interest in his work, and appears so popular among his pupils, that I cannot but predict for him a very successful career. Mr. Wood also deserves to be favorably noticed, as do Babus Partab Singh and Harri Singh. During the panic caused by the cholera all the teachers behaved in a most creditable manner. Before leaving this subject I must express my satisfaction that Mr. Lindsay's excellent services in this school have met with merited reward in his promotion to a Professorship.

Batala school; general statistics.

44. The number of boys attending the Batala schools has varied but little during the year. At the beginning of the year there were in all 328 boys under instruction, of whom 43 were in the middle school, and 285 in the lower school. At the close of the year there were altogether 320 boys, of whom 38 were in the middle school and 282 in the lower school. The cost of the school has been reduced. In 1868-69 the whole cost of the school was Rs. 4,459, of which Government gave Rs. 3,734. In the year under review the whole cost was Rs. 4,295, of which Government gave Rs. 3,545. Rs 340 were collected as fees against a collection of Rs. 344 in the previous year.

Middle school

45. The Hindi class, as well as the two classes of the lower school which were still attached to the middle school, were transferred to the branch school establishment during the year. The middle school is thus the only part of the institution that is wholly supported by Government. At my own inspections of the school the boys of all classes in the middle school have generally answered fairly, and from the examination I held of the 1st class just before the middle school examination, I judged that some of the boys ought to pass satisfactorily. The result, however, was a miserable failure for all the 6 boys. Arithmetic is the subject in which the school is weakest, but the boys are also very backward in translation from English to Urdu and from Urdu to English.

Lower schools

46. There are 4 branch schools, including the former lower department of the main school, now called the central branch Three of these have all the three classes of the lower school complete, and the instruction given in them is very fair. They ought to furnish a large reinforcement to the middle school. The 4th school has still only the two lower classes.

Changes in establishment and mention of masters.

47. The only changes in the establishment have been the substitution of two teachers on Rs. 30 and 25 a month for two men on Rs 15. The other teachers remain the same as were here last year. The ill success of the boys at the middle school examination says little for the care bestowed by the masters, and though I am not disposed to think that they have neglected their duties, I cannot mention any of them as deserving special commendation.

Hushyarpur zil' school ; general statistics.

48. The Hushyarpur school shows some falling-off also during the year. The number of boys at the beginning of the year was altogether 434, of whom 13 were in the upper, 72 in the middle school, and 349 in the lower schools. At the end of the year the whole number of boys was 427, of whom 78 were in the middle, and 349 in the lower schools. The reduction of the upper department has of course tended to lessen the cost of the school, but it took place so near the end of the year, that the effect produced was not so great as it otherwise would have been. In 1868-69 the entire cost amounted to Rs. 9,018, of which Government gave Rs. 7,605; while in 1869-70 the whole cost was Rs. 8,220, of which Government gave Rs. 6,979. The same cause tended to reduce the amount collected as fees, and a slight decrease, viz., from Rs. 514 to Rs. 499, has occurred. But I am happy to find that in the branch schools the amount realized in fees has risen from Rs. 152 to Rs. 190.

Causes of want of progress.

49. The slight falling-off in the numbers of the main school is of course due directly to the transfer of the boys of the upper department to Lahore and Amritsar. The number of boys in the middle school has slightly increased, viz, from 73 to 78 ; but this increase is too small to be satisfactory, especially when we consider that between 20 and 30 boys passed the lower school examination in February, and ought to have entered the middle school. The causes why no greater increase has taken place are not far to seek. One is doubtless the state of the building, which I shall allude to below. Another is the grave neglect of his duties by Mr. Brown, the former headmaster. This neglect, after continuing for some time, was reported by the Local Committee, and, after an investigation on the spot, their charges were found to be substantiated, and Mr. Brown was removed. Mr. Brown's remissness in attending to his duties led his subordinate teachers into almost equally careless habits, and there was no doubt that the school was for a time in a thoroughly unsatisfactory condition. Another retarding cause was the severe illness that prevailed for several months, and in consequence of which the attendance of both masters and pupils was for some weeks very irregular.

Results of examination.

50. Four boys were candidates for matriculation to the Calcutta University. It was the first time the school had ever been able to keep boys long enough to send them up for this examination, and it is much to be regretted that they all failed. Their failure is no doubt due to the causes enumerated above. At the middle school examination 17 boys presented themselves and only 3 passed. All the classes of the middle school were carefully examined by me, and I found that though they had been well taught as far as they had gone, their progress had been very slow, and none of them had completed the courses prescribed for them. I was obliged therefore to put a stop to all promotions for the year. I have no doubt that better results will be shown next year, as the teachers are men of ability, and the present headmaster is likely to keep them up to their work.

Middle school.

51. At the wish of the people of the place the middle school was reorganized about the end of the year so as to admit the adoption of the Anglo-Arabic and Sanskrit course. There are now therefore 5 classes, and all the boys are learning one of the classical Oriental languages besides English and Persian.

Lower schools.

52. There are really 5 lower or branch schools, though only 4 are mentioned in the returns, in all of which the 3 classes are complete. The central branch school and that under Nūr Illahi passed a very good examination ; the latter was particularly good. The branch school of Sikandar Bakhsh also passed well, but not as well as the two former. The other two branches did not do well. On the whole these are popular and useful institutions, and contribute a considerable number of boys to the main school. All the schools have made good progress during the year.

Changes in establishment.

53. The principal changes in the establishment have been the removal of Mr. Brown, and the appointment of Mr Baker as headmaster, and the transfer of Babu T. C. Mukarji to Gujranwala, and the appointment of Mr. de Rozario in his place. Babu Radha Kishn, and Maulavi Shah Swar-ud-dīn, the head Persian teacher, deserve favorable mention.

State of school-house.

54. I have again to report that there is no adequate accommodation for the school. The old school-house, on the dilapidated condition of which I have reported in former years, is now in an altogether ruinous and dangerous state, and has not been used for the school for many months. The Deputy Commissioner has kindly given the use of an adjoining building originally erected for a Patwaris'

school; but this building is not only too small to hold the number of boys, but being open all round is so cold in winter and so hot in summer as to cause no little inconvenience to masters and boys. I believe some steps are now being taken towards the provision of a proper building, and I cannot too strongly urge their being hastened as much as possible. I am quite convinced that nothing adds more to the popularity of a school than a handsome and well-furnished school-house.

Rahun zil' school; general statistics.

55. The Rahun school continues in a satisfactory condition. The number of boys in it is as nearly as possible the same as at the beginning of the year, though the town and school suffered very severely for several months from epidemic fever. At the beginning of the year there were 336 boys altogether in the school, of whom 62 were in the middle and 274 in the lower schools. At the end of the year there were in all 334 boys, of whom 73 were in the middle and 261 in the lower schools. The cost of the school, owing to the appointment of a higher paid headmaster and 2nd master, has considerably increased. In 1868-69 the whole cost was Rs 3,266, of which Government contributed Rs. 2,599; and in 1869-70 the whole cost was Rs. 4,007, of which Government gave Rs 3,713. Fees collected during the year amounted to Rs. 326, or Rs. 7 more than were realized in the previous year.

General progress

56. For the middle school examination 12 boys presented themselves, and of these 2 were successful. The classes were all examined by me very carefully, and I was pleased to see signs of great attention and care in their instruction. The greatest defect, and one that prevails throughout the school, is bad accent in reading English, and want of practice in talking it. These points are receiving the headmaster's attention.

Progress of lower schools.

57. At the beginning of the year the highest class of the lower school was included in the main school, but it has since been transferred to the central branch school, which now has its three classes complete. Thirteen boys passed the lower school examination and were entered in the middle school from this branch, which is necessarily far better than the others. In the central branch the teachers are better and more experienced than in the others, which also have been comparatively lately opened. The grant received from the Municipality is so small that great difficulty is experienced in maintaining so many branches, and it is doubtful if it would not be better to close one of them, and pay the teachers of the other higher.

Changes in establishment.

58. Considerable changes have taken place in the establishment during the year. At one time it was intended to establish an upper school at Rahun, and Lala Thakur Das, B. A., was sent there as headmaster of it, together with some other teachers. After a short time the upper school was removed with part of the extra establishment, but Lala Thakur Das was left as headmaster, Babu Partab Singh, the former popular and deserving headmaster, being, at his own request, transferred to Amritsar. A better second master, Molak Ram, was afterwards appointed, and Ghulam Mahay-ud-din was sent on a salary of Rs. 30 a month to take the place of a man on Rs. 15. There is now therefore a very complete and able staff of teachers, and good progress may be confidently looked for. Babu Partab Singh,* the former headmaster, I must once more speak of in terms of high praise, and strongly urge that he may not be passed over when the first opportunity for promotion occurs. Lala Thakur Das, since he joined, has also worked in a thoroughly satisfactory manner. Maulavi Alam Shah and Babu Kandhari Lal deserve favorable notice.

Nurpur zil' school; general statistics.

59. The Nurpur zil' school has had to struggle against great difficulties during the past two years, but still shows a somewhat improved attendance. Last year I had to notice the depression caused by the unusual unhealthiness of the previous season. Last autumn brought with it both scarcity and an epidemic fever, hardly less severe than that which ravaged the town in the previous year. It is true there were fewer deaths, but the fever seemed to obtain possession of the system, and it was long before it could be shaken off. Another cause acting against the interests of the school was the great depression of the pashm trade, which gives employment and means of livelihood to more than half the population. Under these circumstances it may be considered subject of congratulation that the school has been able to maintain its position. At the beginning of the year there were altogether 191 boys in the schools, of whom 6 were in the upper, 24 in the middle, and 161 in the lower schools. At the end of the year there were altogether 218 boys, of whom 23 were in the middle and 195 in the lower schools. In the middle school the amount of fees realized declined from Rs. 82 in 1868-69 to Rs. 52 in 1869-70, but in the branch schools the fees increased from

* Arrangements have been made for his promotion at an early date.—W. R. M. H., *D. P. I.*

Rs. 52 to Rs 76. The cost of the schools has somewhat increased. In 1868-69 it amounted to Rs. 3,943, of which Government gave Rs. 3,135, and in 1869-70 it was Rs. 4,059, of which Government gave Rs. 3,263.

Middle school.

60. The 6 boys who were in the upper school at the beginning of the year were transferred to Lahore and Amritsar. It is of course only to be expected that the depressing influences enumerated in the last paragraph should have materially affected the progress of the school. And such has indeed been the case, as the highest class in the school is still only the 2nd of the middle school course. A number of the boys of the middle school left during the year, either to seek employment or for family reasons; and about 12 boys were admitted from the central branch school, having been examined by me shortly before the publication of the lower school examination rules. I have examined all the classes of the school carefully, and found that they were generally deficient in accuracy of translation from both English and Persian into Urdu and *vice versâ*. Arithmetic also had not been carefully taught. In other respects the classes did well.

Lower schools.

61. There were 4 lower or branch schools, in two of which are Hindi departments. Of these schools the central branch alone has all three classes complete. Its highest class has not been carefully taught, especially in Urdu Grammar; but the other two classes are very promising. Two of the other branches contain the two lower classes. The Dunga bazar branch has been excellently taught, and will probably supply a considerable number of boys for admission to the middle school this year. The Niazpur branch is not equally good. The 4th branch has been recently started, and as yet contains the 3rd class only. In the two Hindi schools, reading, writing, history, geography, and arithmetic are taught through the medium of the Nagri character.

Changes in establishment.

62. In my last annual report I alluded to disagreements that were beginning to arise among the teachers. These reached to such a height that I was obliged to dismiss Maulavi Ala-ud-dīn, and remove Ragho Ram to another school. These two were succeeded by Sher Singh and Nadir Ali Shah, respectively. Lala Thakur Das, the headmaster, who had not shown tact in suppressing the quarrels, was transferred to Rahun, and Babu Amar Shankar succeeded him, and has worked in an entirely satisfactory manner. In the branch schools the only change of importance has been the appointment of Pandit Mani Ram, who is highly respected in the town, to be Hindi teacher in the Niazpur school, in place of Brij Lal, who proved to be of little use.

State of school-house.

63. I noticed in my report last year the unsatisfactory condition of the roof of the school-house, owing to its having been constructed with beams of cheel wood instead of deodar. My anticipations have been entirely realized, as every beam has more or less ginen way and is supported by one or more props. This of course is a great inconvenience, as it is impossible to lay down matting or carpets or hang punkhas; and even this is not all, for the building still remains unsafe, and in the rains the boys will have to sit outside. It would be the most economical as well as the only safe plan to provide at once for the substitution of good deodar beams in place of the present cheel ones.

Gujranwala zil' school.

64. The Gujranwala school was transferred to this Circle in September last. It has had to contend against the competition of the American Mission school, which hold out many inducements in the shape of low fees and numerous scholarships to draw the boys away. During the year 1868-69 the number of boys appears to have been steadily diminishing, for I observe that the average number of names on the books monthly was 165, while at the end of the year the registered number of boys was only 77. Of these 10 were in the upper school, 31 in the middle, and 36 in the lower school. The upper school boys were sent to Lahore, but still during the year under review the numbers have again increased to 184, of whom, however, 19 only are in the middle school. Of the admissions it is right that I should mention that 52 are pupils of a Panda who has been lately appointed, and that these boys at present only learn bazar accounts, though arrangements have been made that all above 7 years of age shall commence Urdu. The average number of names on the books monthly was 118. Fees have been collected during the year to the amount of Rs. 143, or Rs. 21 more than were realized in the previous year. The cost of the school has at the same time been considerably diminished, viz., from Rs. 3,698 to Rs. 2,892

Middle school

65. Mr. C. E. Kirkpatrick, who seems to have been an able and popular headmaster, had been transferred to Gujrat before this school came under my charge, and was succeeded by Mr. Jennings, who does not appear to have been very well qualified for the post. I found the classes in no little confusion, and the studies

not in accordance with the scheme prescribed by the Department On examination I found the boys had been taught but little grammar either Persian or Urdu, and in arithmetic they had been very carelessly and inaccurately taught My opinion in this respect was confirmed by the results of the middle school examination, in which 6 out of 8 boys failed in arithmetic and Persian, and one only passed Discipline was very lax, and a very small amount was realized in fees. The first thing to be done of course was to bring the arrangement of the classes into strict conformity with prescribed rules, to insist on the maintenance of rigid discipline, and to endeavor to raise the rate of fees This process was disagreeable to some of the boys, and several left for the Mission school, but the result has been satisfactory as regards those that remain. The next step was to improve the staff of teachers, and this has been effected, though a good 2nd master is still required I trust next year to be able to give a better report

Lower school

66 The lower school I found to consist of two parts One was held in the same building as the main school, and paid for from the same funds, the other was held in a large building on the outskirts of the town, and was paid for from the Imperial assignment for town schools in the District The appropriation of this assignment to the support of a branch of the zil' school was of course an irregular arrangement, and from the 1st April 1870 it has ceased, the whole of the lower schools having been converted to grant-in-aid institutions from that date I may say briefly of this branch school that I found it in a very miserable condition, with only 20 scholars, who were little more than beginners At the end of the year it contained 60 boys, of whom about a dozen were in the 1st class The lower department of the main school was still following the old zil' school curriculum when I first saw it, and the classes were in such confusion that it was not easy to ascertain to what class each boy belonged The teaching in this school too was by no means creditable to the masters, and only 4 boys left it for the middle school after passing the lower school examination The classes have now been brought into strict conformity with prescribed rules

Educational staff

67 I have already mentioned the transfer of Mr Kirkpatrick from this school in May He was succeeded by Mr Jennings, who was again succeeded in November by Babu I C Mukarji Karam Illahi was transferred to Batala, and Maulavi Murad Ali was sent here in February No other changes have been made in the staff of teachers Babu I C Mukarji deserves some credit for the reforms he has introduced since he joined the school, but I cannot recommend any of the other teachers for favorable notice this year

B, C, AND D—GOVERNMENT VERNACULAR SCHOOLS, MALE AND FEMALE—GENERAL NOTICE OF

B—Town Schools

Changes in number of town schools in Circle

68 At the close of the year 1868-69 there were in this Circle as it then stood 29 town schools, containing 3,098 pupils, and having an average daily attendance of 2,675. At the close of the year under review, in consequence of the change in the limits of the Circle, the number of schools of this class was increased to 33 containing 3,368 pupils, with an average daily attendance of 2,863 For the purpose of comparing the general statistics, however, it will be more convenient if I take those for the Districts of which the Lahore Circle is now composed

Comparison of statistics for Circle as it now stands

69 The number of town schools then in the Districts now composing this Circle remains the same as at the end of the year 1868-69, and the number of names on the books has fallen by one only, the figures being 3,379 and 3,378 The average daily attendance, however, has fallen from 2,975 to 2,863 When we consider, however, what a terrible season of scarcity and pestilence we have passed through this year, it is only to be wondered that the attendance has not fallen much lower

English students—The number of English students in schools of this class has fallen from 530 to 415 This is no doubt due to the gradual adoption of the new zil' school course of study, by which the boys in the lower classes, many of whom formerly learned English, are now excluded

Fees—A considerable falling-off has taken place in the fees collected the amount for 1868-69 being Rs. 1,344, and for 1869-70 only Rs 1,240 The principal defects are

in the Jalandhar and Hushyarpur Districts. In Syalkot a slight improvement has taken place, while in Ferozepur the fees have more than doubled. The falling-off may no doubt be in a great measure attributed to the pressure of high prices.

Cost of the schools.—The cost of schools of this class has diminished during the year. For the year 1868-69 the whole cost of the 33 schools was Rs. 22,535, of which Government gave Rs. 13,663 In 1869-70 the whole cost was Rs. 20,389, of which the Government share came to Rs. 11,997.

General progress.

70 The year has not been one of much progress, owing to great sickness and scarcity, already often alluded to. The extent over which the fever spread, and the violence with which it attacked whole Districts, is almost incredible. In one town school that I visited only 12 boys could be assembled, in another only 6, and in a third 20, of whom about half had to leave before the examination was over. Considering all this, I think we may consider it to have been sufficient work to keep the schools together at all. The returns show that no appreciable falling-off has taken place in the number of boys who have advanced to the higher classes. The following table shows the percentage of the boys in the several classes. For convenience I have broken up the classes into 4 groups of 2 classes each :—

Year.	Percentage of boys in			
	1st and 2nd classes.	3rd and 4th classes.	5th and 6th classes.	7th and 8th classes.
1868-69	·71	10·71	30·96	47·62
1869-70	·5	10·9	31·4	47·2

This shows that though there are slightly fewer boys in the two highest classes, the number that has passed beyond the two lowest classes, *i. e.*, the number of boys that has read beyond the primer has somewhat increased. As all but 3 or 4 of these schools have been inspected this year, I can say that the instruction has been as good and the progress as satisfactory as could be expected under the circumstances of the year.

C.—Village Schools.

Village schools; comparative statistics.

71. The actual number of village schools in this Circle at the close of the year 1868-69 was 601, containing 21,197 boys. But taking as above the statistics for those Districts which now comprise this Circle, the number of schools at the beginning of the year was 692, These schools contained 24,914 boys, with an average daily attendance of 21,049. The plan that came into operation this year for closing some of the schools in order to add to the efficiency of the others caused a reduction of no fewer than 201 schools. So that there remain now only 491 schools, containing 20,292 boys, with an average daily attendance of 18,451. The falling-off in the number of boys is small compared with the reduction of schools; and, considering the circumstances of the year, it is surprising that the proportion of boys to the schools has actually increased. In 1868-69 the average attendance per school was 30, and in 1869-70 it was 38.

English students.—The number of English students has decreased from 288 to 215, probably from the same cause as was assigned in the case of town schools.

Fees.—The amount collected in fees has largely decreased, Rs. 3,393 having been realized in 1868-69, and Rs. 3,079 in 1869-70. In three Districts only have the fees increased. In Kangra they have been levied for the first time and have realized Rs. 23. In Ferozepur they have brought in Rs. 60 instead of Rs. 36, and in Syalkot they have realized Rs. 530 instead of Rs. 269. In all the other Districts a considerable falling-off has taken place, the greatest in proportion being in Gujranwala.

Cost.—The whole cost of village schools in 1868-69 amounted to Rs. 74,042, of which Government gave Rs. 5,872. In 1869-70 the whole cost was considerably less, viz., Rs. 68,151, but the cost to Government was increased to Rs. 6,981.

General progress.

72. In closing so large a number of schools, care was of course taken to select those for abolition which had made and seemed likely to make the least progress. Hence the best schools only remaining, the

proportion of boys in the higher classes is naturally greater this year than in the year before. The actual number per cent of boys in each group of two classes will be seen from the following figures:—

Year.	Percentage of boys in			
	1st and 2nd classes.	3rd and 4th classes.	5th and 6th classes.	6th and 7th classes.
1868-69	·02	3·78	26 55	69·65
1869-70	·04	4·25	29·92	65 79

Speaking generally, I think I may safely say that in no part of the Circle has education made any retrogressive step, while in the greater number of districts decided progress has been made.

Impossibility of procuring comparative tables for this Circle

73. In the instructions laid down to guide us in our reports we are told in this place to give "results of examinations, progress in different subjects, and general progress." By this I imagine it is intended that we should furnish some such interesting tabulated results of the examinations of Vernacular schools as were furnished last year by Messrs Pearson and Willmot. I made an endeavor to draw up such a comparative table as might serve this purpose, but the magnitude of the task appalled me, and I gave it up in despair. Should any feel inclined to blame me for this, I would respectfully call his attention to the following few facts and figures. Putting aside schools of every other class, and considering only Vernacular schools, which are the subject of the present remarks, there are in the Lahore Circle 524 such schools, while in the Ambala and Rawal Pindi Circles together there are only 540· so that the number of schools to be inspected in this Circle very nearly equals that of the other two Circles together. But this does not give nearly a just comparison of the amount of work to be done in the examination. The Lahore Circle schools contain 23,670 boys, and the schools of the other two Circles contain together 22,191. In considering the amount of examination work we may leave out of the calculation altogether the boys of the 7th and 8th classes, who are still reading the primer, and this leaves in the Lahore Circle 6,942 boys, and in the Ambala and Rawal Pindi Circles together only 4,466 boys. So that it would appear, in order to prepare such tables as were sent in by Messrs Willmot and Pearson last year, I should have to examine more than half as many more boys as are contained in their two Circles put together.* If Mr Willmot found the work of tabulating the results of his examination so laborious that, as he says, he could not undertake it another year, I venture to think that in this Circle it would be almost impossible, at any rate until the system of fixed standards promised by you is fairly introduced.

D.—Female Schools.

Female schools; general statistics

74 The number of Government female schools in the districts now comprised in this Circle has decreased from 111 to 82 Fifteen schools belonging to the Multan and Montgomery Districts have also been taken away from this Circle, and in the new Districts added to it there are no Government female schools, though a great number of exactly similar schools, supported on the Aided system, exist in the Syalkote District. The number of girls attending the schools has decreased from 2,636 to 2,122, and the average daily attendance has fallen from 2,376 to 1,977. The number of girls learning English has also fallen from 65 to 35. Though the number of schools has so largely diminished, the cost would appear to have very greatly increased. In 1868-69 Rs. 6,603† in all were spent on schools of this class, of which Government gave Rs 827,† but in 1869-70 the whole cost amounted to Rs 8,355, of which Government paid Rs 4,037. No fees are taken as yet in girls' schools.

* In some of the Districts of the Ambala and Rawal Pindi Circles the population is so scanty and the schools are so far apart, that much time is necessarily expended on the examination of a small number of boys Still Mr Alexander's remarks are on the whole quite just, and it would be in my opinion quite impossible for him to prepare such statements as those referred to The system of fixed standards will come into operation during the current year.—W R. M H, *D P I*

† The figures should be 10,203 and 4,427, respectively In Jalandhar District Rs. 420 was put down by mistake for Rs 4,020 as Government expenditure.

General progress.

75 It is difficult to say what progress has been made in female schools, for up to this year no real inspection has been permitted except in very few of them I have myself examined about 14 of these schools and all the others have been visited by the Inspectress. In those schools where really trouble has been taken to ensure efficiency I found that progress might be looked for with as great certainty as in the case of boys' schools The majority of the schools I saw were quite as good as, perhaps better than, the boys' schools as I remember them some years ago in many parts of the Panjab , and as the latter have been improved by care and constant supervision so I have no doubt may the former be brought into really an efficient state by the same means But the great means for attaining this end is to insist in all cases on effective inspection That this may now be done without offence to native prejudices is illustrated by what has occurred in the town of Hushyarpur There Mr Perkins, the Deputy Commissioner, endeavored often to establish and maintain some girls schools, but, always fearing to offend the natives, he never insisted on the schools being regularly visited, but left their management to a Native Committee Schools were in this way started at different times and, after lingering with a small attendance for some months, were closed at last as utterly useless Lately, however the wife of a Native Missionary in the place has opened a school, which has had only its own merits and no official influence to support it and which has proved the greatest contrast to the miserable efforts of the Native Committees I visited this school in February and found about 120 girls present, a fair proportion of whom had already made a good commencement in reading and writing Urdu

B, C, AND D—GOVERNMENT VERNACULAR SCHOOLS BY DISTRICTS

Jalandhar town schools

76 The schools of the Jalandhar District were examined by Mr Millett The town schools are all reported as being in good order English schools were attached to all the town schools except the one at Philaur, but during the year those at Nawashahr and Bangah have been closed Where these English schools exist the new zil' school curriculum has been introduced, and the classes throughout the school have been arranged in comformity with it I give a brief account of each school

Kartarpur—This is one of the largest schools of the class in this Circle All 4 classes of the middle school are complete, and some of the boys are expected to go in for the middle school examination The instruction given, both in English and Persian-Urdu has been good, though as the school has advanced so far, either the present Persian teacher must be sent for training to the Normal school, or a new man must be appointed in his place The boys play cricket regularly and well

Nakodar—Has continued to progress and is well taught

Philaur—An excellent school, good progress made since last year

Nawashahr—Greater attention has been paid to the lower classes, and great improvement has consequently taken place The Hindi school continues good

Bangah—The school is popular and well taught , a number of the boys of this school have either obtained employment or been transferred to schools of a higher class The members of the Local Committees at Philaur, Bangah, Nakodar and Kartarpur continue to give active assistance to the schools The Kartarpur Committee is deserving of special commendation on this account

Village schools

77 The new arrangements for raising the pay of village school teachers have caused the closing of 20 schools, so that only 51 now remain Most of the schools show improvement in the number of boys advanced to the upper classes The general arrangements of the district are good, and great interest is shown in the schools by the District Authorities A very successful jalsa was held at Jalandhar on the occasion of presenting to Ghulam Muhammad, of the Amritsar school, who is a native of Jalandhar, the prize of Rs 500 given by Sir Stafford Northcote The best boys from all the village schools were present, and excellent arrangements were made for entertaining them, including fireworks and a trip in the train which many of the boys had never seen before

Female schools

78 The female schools in this District have been reduced in number from 82 to 58 during the year They may be divided into two classes, those belonging to the city of Jalandhar and its suburbs and those in the towns and villages of the District The latter are reported to be very

bad, and are only kept up to maintain the interest of the people in the subject. I hope, however, that with increased inspection something may be done to improve them. The schools in the city and suburbs of Jalandhar are in a much more satisfactory condition. They are now superintended by Mrs. Mitter, a native lady, who is well qualified for the work. Weekly examinations are held of all the schools, and reports made to the District Authorities, who take a great interest in their progress Formerly these schools were much neglected, but under the present management there is every hope of their becoming really useful institutions..

Hushyarpur town schools.

79. The Hushyarpur District was also inspected by Mr. Millett, who has reported favorably of the condition of the schools. The town schools are still entered as 6 in number, though another school at Naro Nangal, having fully satisfied the required conditions, was raised to the town grade in February. Two of the town schools, viz., those at Una and Harriana, have an English school attached to them. In the Una school the zil' school curriculum does not appear to have been adopted. From Mr. Perkins's remarks, given below, it will be seen that all classes of schools in the District have suffered from famine and sickness.

Una.—The numbers have diminished by one-third. A large number of boys have obtained employment in the Settlement Department ; otherwise the school is in good order. The English classes have been badly taught, and the teacher is incompetent. This school might be closed with advantage.

Harriana.—The English school has been well taught except in writing and dictation. The Persian school is good, but has an undue proportion of its boys in the two lowest classes. The Hindi school has not been very well taught.

Tandah.—Mr. Millett reports this school as being a particularly good one, and if this is the case it must certainly have much improved since I saw it last.

Urmur.—The highest class only seems to have been well taught ; the others are backward. I have made similar remarks regarding this school in former years.

Gurhshankar.—Well attended and moderately well taught, more Zemindars attend this than any other school in the District.

Donha.—The head teacher has been absent for a year at the Lahore Normal school, and the school does not seem to have been well taught during his absence.

Village schools.

80. The number of schools has been reduced from 102 to 77. Mr. Millett reports very favorably of the condition of the village schools, and especially mentions Santokgarh in the Una Tahsil as being in an excellent condition. There is no doubt that the standard of primary education is higher in this District than in any other in this Circle.

Deputy Commissioner's remarks.

81. Government female education, as I mentioned before, has never obtained any footing in this District. I will therefore conclude my remarks on the District with a quotation from Mr. Perkins's report. The girls' school he mentions is one that I have already alluded to in para. 75. Mr. Perkins says :—

"You will notice that the true test of scholastic vigor, the number of boys who attain to a standard of knowledge, which is a marketable commodity, steadily rises. In 1867-68 it was only 13 4, in 1868-69 it rose to 14·5 per cent., and in the year just closed it has amounted to 18 per cent., of the whole number of boys under rural instruction This I consider highly satisfactory.

"Three causes have contributed to the decline of the numbers shown in columns 2—5 and 6. First, the mournful and prolonged unhealthiness of the year, which paralyzed all energy and in many cases compelled parents to keep their sons at home to nurse the sick and dying. The Sanitary Commissioner's figures show the death-rate of this District to have been one of the very highest in the Province. Second, the extreme scarcity, which compelled every parent who was not rich to use the labour of his boys wherever he could obtain the least remuneration for it, and so remove them from school. Third, the operation of the Director's Circular 22, dated 4th March 1869, under which nearly one-third of our village schools have been closed, in order to increase the salaries of those teachers who remain.

"Regarding girls' schools my opinion remains unchanged, and for it I refer you to my report of last year. It is due however to the untiring energy of the wife of a Missionary here, who is in connection with the American Presbyterian Mission, that I should state that she has got up a most real and flourishing girls' school for Mahomedans which now numbers 130 pupils, and one for Hindus in which there are about 80. The attendance at these has steadily increased. They were inspected in Christmas week by Mr. Prinsep, who addressed them in racy Panjabi ; and also by myself on that day and once before ; likewise by Mr. Alexander on a recent visit here. I believe he was well satisfied with their progress. I hope to see these schools brought on the grant-in-aid system shortly. The unhealthiness and scarcity combined have had so depressing an effect on the numbers of boys under tuition, and on the tone and standard of instruction given, that I have been unable to hold the customary Educational Darbar ; and this may very probably have tended to diminish the amount paid as voluntary contributions, because these sums are commonly given partly in order to obtain the khillat, which I try always to confer on those who distinguish themselves. Some of the Local Committees are useful."

Kangra District town schools.

82. There are the same two town schools in the Kangra District as formerly, viz, at Jwala Mukhi and Tira Sujanpur; at the latter there has been a very large diminution in the number, for which the Deputy Commissioner, Colonel Mercer, who has lately joined the District, says he is at a loss to account; but I imagine it will be found that the decrease is due to an attempt to enforce the payment of fees, which have never yet been regularly levied in this District.

Jwala Mukhi.—This school was in excellent order when it was examined last by Mr. Millett. Since then its able head teacher has been promoted into the zil' school establishment; and I have not yet received Mr. Millett's report of its subsequent progress.

Tira Sujanpur.—This is a large school, containing, even after losing so many boys, about 170 pupils. The teachers are able and energetic, and the instruction given excellent.

Schools in Kullu.

83. The Kullu schools deserve a separate notice. Until the last year or two the attempts to promote education in the extensive Pargana of Kullu were merely nominal. Some 4 or 5 schools existed, but I do not believe that a single boy ever learned to read and write in them. It was almost impossible to obtain qualified teachers for these schools, and no supervision whatever was exercised over them; not even the Chief Muharrir of the District ever visited them except on the 2 or 3 occasions when he accompanied me. The first reform I effected was to have an efficient teacher appointed, on an adequate salary, to the charge of the school at Sultanpur. The next was to secure careful supervision, and in this I was aided by the liberality of Mr G. Knox, who offered to pay Rs. 25 for a Local Superintendent if Government would give the same amount. This was done, and from the first of April 1869 a very energetic and well educated young man, Nathu Ram, was appointed to the post. I went to Kullu for the special purpose of starting him in his new duties, and of seeing the schools placed on a proper footing. My endeavors were almost more successful than I expected, and before I left Kullu I had the satisfaction of seeing a number of well attended schools, in which a good elementary education was being given. During the winter months the teachers of the outlying schools were sent down to Sultanpur, accompanied by their most advanced pupils, to receive a course of instruction from the teacher there and the Superintendent, and a few of the Spiti and Lahaul boys were also sent down from the Mission school at Kyelang for the same purpose.

Female schools.

84. Of the female schools in this District 6 only are maintained from the educational cess, the other 20 being grant-in-aid. It will be convenient however to report on them collectively. In the previous year there were 28 Aided schools. All of these schools were visited by Mrs. Millett last hot weather She reported unfavorably regarding them all, but attributed their want of progress to the absence of European inspection. None of the girls had advanced beyond the Urdu primer, and many of them who had been 2 or 3 years in the schools had not mastered the alphabet. Mrs. Millett is now again visiting these schools, and her report this year will show what progress has been made. Colonel Mercer was so successful in organizing the girls' schools in the Syalkot District that I hope he may be able to effect improvement here also.

Gurdaspur town schools.

85. The Batala Tahsil, which formerly belonged to this District but was transferred to the Amritsar District, was re-attached to Gurdaspur at the beginning of the year under report. This has brought the Dehra Baba Nanak town school again into the District and increased the number of town schools to 4. I examined them all and give a brief account of each below. English schools are attached to the schools at Dehra Baba Nanak, Kulanaur, and Dinanaggar, but the zil' school curriculum had not been introduced into them when I made my inspection.

Dehra Baba Nanak.—It is difficult to say that this school has progressed. Yet the teachers are men of ability and have worked well. The town was more than decimated by fever, and the attendance at the school was reduced for months from 80 to 6 or 8. The same remarks apply to the English school.

Kalanaur.—This school also suffered somewhat from sickness, but not nearly to the same extent as the last. The absence of the teacher for some months checked its progress, but on the whole it has got on well. A better qualified assistant is required. The English school has done fairly.

Dinanaggar.—This is a very good school and has an able teacher in Tegh Chand. The attendance is large and the school is decidedly popular. The English instruction has been good.

Kanjrūr—The Kanjrūr school has somewhat improved during the year, but is still not as good as it should be The teacher is not fit for his post

Village schools

86 The village schools were carefully inspected by me, and, I was sorry to find, showed no signs of progress This can only be attributed to the inefficiency of the Chief Muharrir, who has since been removed A Deputy Inspector has just been appointed to the District, and no doubt will effect a great improvement

Female schools

87 There are only 2 girls' schools in the District One, in a little village where there is no boys' school, has never made any progress, and is quite useless The other is at Dīnanaggar, and is a satisfactory institution as girls' schools go Some 8 or 10 girls have left it since its establishment after having learned to read and write Urdu with some facility It is curious, however, that there are never more than one or two girls in the school at any one time who are able to read and write, and when they go the teacher brings on one or two more to take their place This is a frequent fault in girls schools

Amritsar town schools

88 The removal of the Batala Tahsīl to the Gurdaspur District has reduced the number of town schools in Amritsar to two Of these two I give below a brief account. I may here say that the want of progress in both has been due to the removal of the assistant teachers for want of funds I made suggestions to the Deputy Commissioner for remedying this want, and I trust that my proposals have been carried out

Werowal—A good school with an efficient teacher The numbers have greatly increased, and an assistant is wanted more than ever

Majitha—A most promising school The teacher is very efficient and has done his work admirably The attendance is very large, and about 60 boys passed in the 6th and higher classes

Village schools

89 The number of village schools has been reduced to 56 Great judgment has been shown in effecting these reductions, and the schools generally are above the average Decided improvement is visible in the style of instruction, during the last two years. Major Birch, the Deputy Commissioner, writes as follows regarding these schools —

'I have myself inspected in detail twenty one schools during my cold weather tour I examined them in reading and writing, hearing and seeing what every boy could do I had reason to be well satisfied with what I found to be the state of education in these particulars But one school appeared to have been seriously neglected, that at Bucharwand, and I desired its transfer to Kandiwind, where it would be under the care and patronage of an intelligent Zaildar, Palok Singh The fact that education is much appreciated is shown by the constant application made to me for the re establishment of schools in the villages where they have been reduced owing to the new organization I can safely say that the number of schools now in the District might be doubled with success if funds admitted of it. But my invariable answer was that applicants must assure me half the pay of a school master from their own pockets This has not yet been successful but more than one Lambardar said he would go and try to get it from the classes who do not at present pay the education cess.

Elementary English schools

90 There are 3 elementary English schools in the District attached to village schools None of them have achieved any success, and I think that 2 at any rate, viz, those at Tarn Tāran and Ajnala, should be closed The school at Raja Sansi should in my opinion, be remodelled, the Persian teacher being removed and the English teacher made to teach both English and Persian as the number of boys is very small I do not think it would be politic to close the school altogether

Female schools.

91 I had no opportunity of seeing the female schools in the District, but the Deputy Commissioner writes of them as follows.—

"There are nine female schools in the District for the support of eight of which I have applied to the Local Committee and the sanction of Government as per this office No 504, dated 21st December 1869 It would be a thousand pities to permit these rural female schools to collapse No doubt the success of the city schools will cause female education to become a popular want We have these few schools already in existence for three years, 172 girls are taught in them and there is a steady increase to the numbers I believe that in the course of a very few years they will flourish exceedingly if kept up They have got over the difficulties of first starting there are female teachers to two of them and I hope to supply the rest with female teachers as soon as our Normal school is a little further advanced Under the circumstances I earnestly beg for favorable consideration of the request contained in correspondence above alluded to The opinion of the Local Committee is favorable"

Local Committees of Public Instruction

92 Village Committees to support the Vernacular schools have been established throughout the District, and have attained an unusual degree of success. They have afforded a very great amount of assistance to the District Authorities, and have materially contributed to the prosperity of the schools. Many of the members have subscribed considerable sums of money for the improvement of the school houses, the planting of trees, providing carpets, books, &c The names of all who assisted in this manner would form too long a list for me to bring to the notice of Government, I have therefore selected only the most conspicuous, who, I trust, will receive some token of His Honor's approval

Syalkot town schools

93 Mr Millett was able to see only 3 out of the 6 town schools in the Syalkot District, as the extreme heat of the weather in April prevented his continuing under canvas, of these 3 schools I give a brief account below English schools are attached to each of them

Zaffarwal—This was the best of the 3 schools Mr Millett saw The Persian school was good, especially in mathematics The English school was fair, but the boys were backward in grammar

Pasrúr—This school was also good In English these boys also were backward in grammar

Daska—At Daska, in the Persian school, the two highest classes had been well taught, but the others had been neglected The English school was fair

Village schools

94 Mr Millett examined 56 out of the 76 village schools in the District From his report they are decidedly above the average in most subjects but appear to be deficient in arithmetic and geography The Deputy Commissioner, Major Jenkins, having only lately joined the District, has been unable to send me any report

Gujranwala town schools

95 There is only one town school in the Gujranwala District, viz, at Hafizabad, and it did not come under inspection this year I have received no report from the Deputy Commissioner

Village schools

96 Mr Millett examined 30 out of the 53 village schools in the Gujranwala District. He reports that in most of the schools he visited the teachers appeared to have devoted almost the whole of their attention to the highest class, so that the lower classes suffered, hence he observed that hardly a single 6th class came up to the standard Judging, however, from Mr Pearson's notes of the year before in the visitor's books, he was of opinion that some progress had been made

Lahore town schools

97 The town schools in the Lahore District are the same as before I give below a brief account of each English schools were established at Qasūr, Chunian, and Sharrakpur but the two latter have since been closed. The new zil' school curriculum has been introduced into all the English schools

Qasūr—Attendance increased Both Persian and English schools well taught

Chunian—A decidedly good school as far as the Persian department is concerned The English school has never made much progess

Sharrakpur—This has never been a particularly good school The people are apathetic, and were rather pleased than otherwise to hear that the English school would be closed

Patti—I can quite confirm Mr Millett's report of the great improvement in this school It has been excellently taught, and a large number of boys has reached the upper classes

98 The village schools have much improved during the last two years The one at Lulhani is the best I have ever seen Several others also have made great progress To show that the Government system of education is gradually winning the approval of the people, I may mention that, in one village the people of their own accord have opened a school in which the teaher is paid entirely by the fees raised from the boys, 8 annas a month having been fixed as the minimum and the Government course of study has been adopted

Female schools

99 I visited all the girls schools most of which are situated in Qasūr They are all of the poorest description, and have made no progress in the course of several years

Ferozepur town schools.

100 There are 3 town schools in the Ferozepur District, of which I give some account

Moga.—This is a tolerably well-taught school, but scarcely comes up to the proper standard Little or no progress has been made in it for some years.

Dharmkot.—This is a good school of 95 boys, 56 passed in the 6th and higher classes. A large number of boys of the agricultural class attend the school

Zira.—This school has been excellently taught, but there are too few boys in the upper class

Village schools

101 I examined most of the village schools and found that though improvement had been effected in the organization of and attendance on the schools, the quality of the instruction given did not appear much better than it formerly was

Female schools

102 I examined 6 of the female schools The one at Dharmkot, which I have mentioned in former years, is still a good school, though it has not made as good progress as I expected Of the rest 3 have improved and seem to promise well One at Nurpur is, and always has been, bad and should be closed The sixth is not good but may improve These schools have been carefully looked after and are managed on a good system

E.—Government Jail Schools.

Jail schools; general statistics

103.—This year the number of jails is returned as 10, while only 8 were entered in the previous year This is simply owing to the circumstance that the Lahore thaggi jail and female penitentiary are shown in this year's returns separate from the Central jail in which they were formerly included The number of prisoners under instruction has diminished from 2729 to 2,376, but the average daily attendance has increased from 2,268 to 2383, 41 of the prisoners are learning English, 20 in the Central jail 20 in the boys' reformatory at Gurdaspur, and 1 at Dharmsala These schools cost during the year Rs 1,619, or about Rs 540 more than in the preceding year But the cost to Government has been reduced from Rs 109 to 63

Mention of jail schools in detail

104 I will here notice each jail school briefly

Jalandhar.—The number of prisoners under instruction has increased Several prisoners have learned to read and write during the year, but beyond this little practical good has been effected

Kangra.—The Dharmsala jail has certainly made such progress as was possible in a jail where all the prisoners are entered for short terms only Doctor Dickson, who has charge of the jail, takes much interest in the school

Amritsar.—Dr Taylor, who has since left, paid much attention to the Amritsar jail school, which has under his care made good progress

Lahore Central Jail.—Education has received especial attention from Dr Henderson, and has made great progress, 14 men left the jail during the year after having read up to the 5th class, and 64 who had reached the 6th class There are now 130 prisoners in the 5th and 6th classes, almost all of whom can read and write fairly About 20 are learning English with a view to being employed as compositors in the Jail Press They are taught by the European prisoners

Thaggi school.—About half of the boys in the Thaggi school can read very fairly, and 6 can write and answer well in geography, and arithmetic as far as multiplication This school is doing well.

Female Penitentiary.—An attempt is made to teach the women, but it has not hitherto been very successful Some women are entered in the 6th class, but this is merely nominal, as they only repeat by rote, and cannot read at all

Gurdaspur.—This jail, which includes the boys' reformatory, was examined by Mr Millett who reports that writing was not taught in it This is a part of elementary education that certainly should not be omitted.

Ferozepur—The Ferozepur jail is carefully looked after by Mr Cowan, Assistant Commissioner, and is fortunate in having an efficient teacher A number of prisoners have learnt to read and write during the year

Gujranwala and Syalkot—I have not yet had an opportunity of seeing these jails, but hope to do so shortly

SECTION III—AIDED INSTITUTIONS.

A.—AIDED COLLEGES.

American Presbyterian Mission college, Lahore

105. In consequence of the lamented death of the Reverend Mr Henry, and the reduction of the Mission staff at Lahore, the Committee of the Society closed the Lahore Mission college on the 1st December There can be little doubt that educationally speaking, this was a wise action The Government college in Lahore is usually sufficient to provide for all the higher educational requirements of this part of the Province for many years to come, and to maintain a second college when there are hardly sufficient students to fill one, appears to be a waste of resources.

B—SCHOOLS FOR EUROPEAN AND EURASIAN CHILDREN

106—These are three in number The Lahore High school stands first in the returns Mr Thomson has returned to the headmastership, and Mr Caldwell, who was acting in that post, has reverted to the second mastership I examined the school carefully and found that substantial progress had been made since my last inspection One student was preparing for the Rurki examination The course of study gone through by the other boys included a little Latin, Arithmetic to vulgar fractions, English History, Geography, and Urdu All these subjects had been carefully taught The whole cost of the school for the year was Rs 3 375, of which Rs 1,237-3 were raised from fees Government gave a grant of Rs 1,657, and the balance was made up by private subscriptions, and the interest of the endowment fund Last year I reported that the books required by Government were not kept up They are now all carefully maintained. The building is excellent

Anarkulli girls' school

107. The Anarkulli girls' school maintains its efficiency for the purposes for which it is intended The number of girls is 31, who are taught the ordinary subjects of an elementary English education The cost of the school was about the same as in the previous year Rs 808-8 were collected as fees, and a Government grant of the same amount was given.

American Presbyterian Mission girls' school *

108. This school is more generally known by the name of the Native Christian girls' school, so that it can scarcely be said to come properly into the list of schools for European children, though many of the pupils are daughters of Europeans living in the neighbourhood The school is carefully superintended by a Committee of ladies, and has made good progress during the year. English only is taught in it, which is, I think, a mistake.

C—SCHOOLS FOR NATIVES

Higher and middle class,

General statistics

109. The same three institutions appear as higher class Aided schools that were shown in the returns for 1868-69 The number of pupils has increased during the year from 763 to 785, and the average attendance from 563 to 610 Fees appear to have been much more regularly collected during the year under review than in the previous year, as the total amount has increased from Rs 1,108 to Rs 1,504 The number of boys learning English has increased from 714 to 739 The cost of these schools has diminished from Rs 26,738 to Rs 24,391, while the amount of the Government grant-in-aid has increased from Rs. 12,053 to Rs 12,214.

Middle class school, general statistics

110 From the list of middle class Aided schools, as shown last year, the following has been omitted, as being of a lower class, viz, Amritsar Mission orphanage, and the Lahore High school has been transferred to a separate table On the other hand, the Gujranwala Mission school and the Ferozepur zil' school, having become Aided institutions, have now been brought on this list, as also has the Church Mission school at Dharmsala The whole number of schools

* This I think a mistake Lahore Christian girls' school is the name of the institution, and is intended for both Natives and Europeans —W R M. H, *D P I*

of this class therefore in the Districts contained in the Circle is one more than it was last year, viz., 17, of these the Lahore Hindu school was closed in November The number of pupils in these schools has increased from 1,278 to 1 539, and the average daily attendance, from 975 to 1,234 The number of boys learning English has increased from 890 to 968 The amount collected in fees shows a great apparent falling-off, being only Rs 1 390 or Rs 562 less than in the previous year But this decline is apparent only, and is due to the removal to another table of the Lahore High school, in which a large sum is always collected compared with the receipts in native schools The whole cost has diminished from Rs 28,568 to Rs 25,455, and the amount of the Government grant, from Rs 13,372 to Rs. 11,647

Results of Calcutta University entrance examination

111 The three higher class schools sent in candidates for matriculation to the Calcutta University, and the following table shows the results of the examination —

Name of school.	No. of candidates.	No passed in			Total passed.	No. failed.
		1st division.	2d division.	3d division		
Lahore Mission school	7		2	2	4	3
Amritsar ditto	3	..	..	2	2	1
Jalandhar ditto	5		2	2	4	1
Total	15		4	6	10	5

Results of middle school examination

112 The following table shows the results of the middle school examination for Aided schools The existence of gross collusion between the boys and the teachers of the Jalandhar Mission school vitiated the examination as far as that school was concerned, but even had this not occurred the number of successful boys would have been but small

Name of school.	No. of candidates.	No passed	No failed.
Lahore Adult school	2		2
Lahore Hindu school	4		4
Amritsar Mission school	5		5
Jalandhar ditto	23	..	23
Kangra ditto	4	1	3
Syalkot ditto	12	.	12
Ferozepur Aided school	3	1	2
Total	53	2	51

American Presbyterian Mission school, Lahore

113 The American Presbyterian Mission school at Lahore is one of the largest and most popular educational institutions in the country It consists of the main school containing 364 boys, with an average attendance of 259 , and 16 branches containing 1,114 boys, with an average attendance of 901 At the end of the year 1868-69 the main school contained 323 boys, and had an average attendance of 236, and there were 15 branches containing 1 093 boys, with an average attendance of 926 The whole cost of this great institution was in 1868-69 Rs 13,941, of which Government contributed Rs 6,010 In 1869 70 the whole cost was Rs 15 565, of which Government gave Rs 7,478 The fees collected increased in the main school from Rs 458 in 1868-69 to Rs 742 in 1869-70 , but in the branch schools they diminished from Rs 503 to 344-14 No attempt has yet been made to divide the schools into upper, middle, and lower schools, but at my recent examination I determined that 27 boys should be considered to belong to the upper, 134 to the middle, and the remainder to the lower school The curriculum of the school, so far as there can be said to be any fixed curriculum, has been framed with a view to making the school as popular as possible, and so attracting the greatest possible number of boys With this view English is taught in every class, and the classes are arranged with reference solely to the English attainments of the boys. The main school is divided into 14 classes, of which, according to my division, 2 belong to the upper, 5 to the middle, and 7 to the lower school. Persian is not systematically taught,

and wonderful irregularities in the attainments of the boys in this subject occur in the different classes. Most of the English teachers, too, being Bengalis, who are not thoroughly acquainted with Urdu, translation from English to the Vernacular is not accurately taught. Otherwise the school is an excellent one The return of the Revd. C. Forman, who now again has charge of it, is likely to increase its popularity and influence.

Amritsar Church Mission school.

115 The Amritsar Church Mission school consists of a main school and 6 branches containing altogether 969 boys. In the main school the number of boys has decreased from 201 to 182, and in the branches, from 844 to 787, during the year In 1868-69 the whole cost of these schools was Rs 10,987, of which Government gave Rs 3,600; but in 1869-70, while the whole cost remained about the same, the Government contribution increased to Rs. 5,400 In the former year fees were collected in the main school to the extent of Rs 281, and in the branches, Rs. 247, in the latter year the main school fees were Rs. 326, and in the branch schools, Rs 302

Studies and progress

116 In the main school the course of study corresponds very nearly with that adopted in Government schools, but in the branch schools all the boys belong to the Pandas, and learn bazar accounts, though about 274 of them have made a commencement of English and Urdu. The Revd. Townsend Storrs, who has charge of these schools, is endeavoring to introduce a better system into the branch schools, so that they may be more effective as feeders to the main school. In the latter the lower classes have improved very much during the last two years, and are nearly equal to the corresponding classes in a Government school. Persian, however, has not been very carefully taught, though Mr. Storrs is doing his utmost to improve it. Otherwise the school is a particularly good one, and is well organized and carefully supervised. The order and discipline are excellent.

American Presbyterian Mission school, Jalandhar.

117. The Jalandhar Mission school consists of main and 3 branch schools, and contains altogether 428 boys. The number of boys in the main school has varied but little during the year, but there has been a slight falling-off in the number of boys in the branch schools. The whole cost of this institution in 1868-69 was Rs 6,426, of which Government gave Rs. 3,144. In 1869-70 the whole cost amounted to Rs 6,292, of which Government gave Rs. 3,144. The fees in the main school increased from Rs. 369 in 1868-69 to Rs. 434 in 1869-70, and in the branch schools they diminished from Rs 67 to 66.

Studies and progress.

118. The branch schools, and indeed the lower classes of the main school, correspond very nearly with the lower department of a Government zil' school, as Urdu and Persian only are taught in them. The English scholars in the main school may be taken as those properly belonging to the upper and middle schools They number 193 boys This school has always been a most successful one. The staff of teachers is efficient, and a careful and intelligent control is exercised by the Revd. Mr. Golaknath, the manager.

Proposes to omit statistics of middle class schools

119. My report has already grown to an unusual length, and there still remains much for me to say on several important points. I think therefore that it would take up unnecessary space if I were to give comparative statistics for each of the middle class Aided schools. I will therefore confine myself to giving a brief account of each school, only noticing the statistics where any point in them appears specially noteworthy.

American Presbyterian Mission school, Cantonment Jalandhar

120. The American Presbyterian Mission has also a school in the cantonment at Jalandhar. This school teaches only up to the middle school examination standard, and the boys who pass that are drafted to the large school in the city. The school is well conducted, and sent in a fair number of boys to the last middle school examination, who, though unsuccessful, were not below the average. The number of boys attending the school has not increased, but a considerable improvement is visible in the amount of fees. This school also is under the Revd Mr. Golaknath

Church Mission school, Kangra

121. I have not seen the Church Mission school at Kangra since I wrote my report on it last year It suffered, I know, much from the fever that prostrated the whole neighbourhood in the latter months of 1869, as is shown by the very low average daily attendance, viz, only 39 boys, out of an average registered number of 68. The amount collected in fees has greatly

fallen off, being only Rs 18 in the year under review, or little more than half what was collected in the previous year There is also a branch of this school containing 34 boys and in this likewise the fees are only half what they were in the previous year Of the progress of these schools during the year I cannot report at present. My report has generally gone into your office much later than it will do this year, and consequently I have had time to visit this and other schools before despatching it. These schools are now again under the charge of the Revd N Mark, who has lately returned from Europe

Church Mission school, Dharmsala.

122 Nor have I been able to see the Dharmsala Mission school since I sent my last report The returns show no change of any consequence in the statistics of the school

Church Mission school at Jandiala nr Amritsar

123 The Jandiala Church Mission school has made, as I anticipated good progress during the year The classes have been thoroughly re arranged on a systematic plan and order has been introduced where before all was confusion Fifteen boys I passed as being fit to be considered in the middle school, the highest class being the 2nd Great improvement was shown by the boys in all branches of their study, especially in geography This school is now under the able management of the Revd R Bateman

Regimental school of 4th Gurkhas, Bakloh

124 The 4th Gurkha Regimental school is maintained by the officers for the benefit of the children of the regiment English and Hindustani are taught, both being foreign languages to the Gurkhas. The boys read English with great eagerness, hoping through it to obtain employment Many of the boys have made good progress in English and some write it remarkably well Geography and arithmetic have been fairly taught Urdu is taught without system Of the 34 pupils entered in the returns, some 6 or 7 are girls Besides the regular pupils shown in the school returns about 40 or 50 recruits are made to learn Hindi, which some of them can read and write fairly

Adult school, Lahore

125 There are two Adult schools in Lahore One is managed by a Committee, and the other by the American Presbyterian Mission They are both intended to enable the employés in the different offices and others who are beyond the age admissible to the boys' schools to improve themselves in English and in arithmetic through the medium of English No particular system of instruction is followed in either of these schools but the classes are formed according to the previous attainments of the students. The schools are doubtless useful but it seems to me that a single Adult school ought to suffice for Lahore, and that these two might be advantageously amalgamated

Hindu school, Lahore

126 The Hindu school in Lahore came to an untimely end in November, owing entirely to the misconduct of the headmaster and manager Ishir Parshad The circumstances are so well known to you that it seems needless for me to dwell upon them here

Anglo Vernacular school, Lahore

127 This school was originally established as an Anglo-Sanskrit school, and Sanskrit is still taught in the upper classes Seventeen of the pupils are entered as learning Bengali These are very little girls and boys—an infant school in fact No system appears to be followed in the division of classes or plan of study The grant is, I consider now thrown away It was allowable when instruction in Sanskrit was not elsewhere available, but now that it is taught in the Government school, combined with a far better style of instruction in other subjects, there seems no reason whatever why this grant should be continued When our funds are so limited, they should be spent to the best advantage *

Anglo Vernacular school, Cantonment Mian Mir

128 The Mian Mir Cantonment school, when inspected a few days ago was in anything but a satisfactory condition, either as regards organization or progress in studies The classes are arranged according to no system whatever and have been carelessly taught in almost every subject I am in communication with the Cantonment Magistrate, who has charge of the school, on the subject and hope to be able to put the school into proper order in the course of a short time

Church of Scotland Mission schools, Syalkot, city and cantonment

129 The returns show that the Church of Scotland Mission schools in the Syalkot city and cantonment have slightly improved in their attendance and that the amount of fees collected in the year under review was considerably greater than that realized in the previous year I have not yet had time to go to Syalkot and examine either of these schools but it is my intention

* The grant has since been withdrawn —W R M H, *D P I*

to do so as soon as this report is despatched As such stringent instructions have been received to hasten the submission of our reports I do not like to delay this until after I have examined the few schools that still remain to be inspected

Church Mission school, Narowal.

130 Last year Mr Pearson reported very unfavorably of the English classes in the Narowal school, and I am sorry to be obliged not merely to confirm his report, but to add that very little progess has been made since he saw the school, though a new headmaster has been appointed The instruction in English was extremely deficient in every respect except writing The Vernacular classes, on the other hand, were decidedly good, though they did not appear to have made much progress since Mr Pearson saw them a year before The attendance had somewhat fallen off during the year With the assent of the Revd R Bateman, the manager I arranged that the middle school be held to consist of 2 classes containing 24 boys, the rest being considered to belong to the lower school Under Mr Bateman's judicious management I have no doubt that great improvement will be effected during the next year

Church of Scotland Mission school, Wazirabad

131 This school also, like the others belonging to the same Mission, I have not yet been able to visit, and I can therefore give no further information regarding it than is to be gathered from the tabular returns

American Mission school, Gujranwala.

132 The American Mission school, Gujranwala, under the management of the Revd J Barr, comes into our returns for the first time as the recipient of a small grant of Rs 50 a month The school contains 360 boys, of whom 105 belong to a Panda and learn only bazar accounts, 194 of the boys learn English, but only 49 are studying Persian The classes are arranged in regular gradations from the A, B, C to the entrance class, but I am not aware that any definite plan of study has been adopted Mr Barr devotes much of his time to the school, and has an able headmaster under him Nevertheless the instructive staff is decidedly inadequate to the work of so large a school When the Government grant began to be drawn a commencement was made of levying fees from the boys, and the small sum of Rs 30-14 was collected up to the end of the year.

Anglo Vernacular school, Cantonment Ferozepur

133 The Ferozepur Cantonment school is a very useful and well managed institution, and only wants more funds to become equal to any Government middle school It contains in all 132 boys, of whom 59 are in the middle and 73 in the lower school The highest class in the middle school is the 2nd All the subjects of study have been carefully taught, especially Persian In arithmetic all the classes are backward but have been well taught as far as they have gone Considering the smallness of the staff of teachers, the work done in this school is highly creditable Now that Major Crutchley, who founded the school, has returned to Ferozepur, I trust he may be successful in raising more funds to support the school

Anglo Vernacular school, Ferozepur city

134 The Ferozepur zil' school was converted into an Aided institution in November last and now appears in this return as the Anglo-Vernacular school, Ferozepur city It consists of a middle school and 4 branches, containing altogether 478 boys of whom 74 are in the middle school I see that in the returns the fees collected in the middle school are put down as Rs 64 for the year This probably means the amount collected since it was converted to an Aided school, as the whole amount collected in the middle school in the year was Rs 155 The whole amount collected in the main and branch schools was Rs 404, or very nearly the same amount as was realized in the preceding year The staff of teachers maintained under the present arrangement is as large and efficient as in any corresponding Government school and the proficiency of the boys in each class is quite up to the regular standard of Government schools This is highly creditable to the town and I have already requested that it may be brought to the special notice of Government Dhani Ram, the headmaster deserves great praise for the careful and zealous manner in which he has discharged his duties, and Maulavi Inayat-Ullah and Maulavi Ahmad Khan deserve mention for their good services. The city branch school under the last named teacher has increased greatly in numbers and efficiency, and has supplied a large number of boys to the main school

E—Lower Class Schools

Grant in aid schools of the lower class

135 There are only two of the lower class Aided schools about which any remarks are required here All the rest are branches of schools of a higher class and have been treated of in connection with the schools to which they belong

Botanical garden school, Jalandhar

136 The gardening school at Jalandhar was established to give an elementary English and Vernacular education to boys who were being trained in the public gardens for the trade of gardener The school has been in existence for several years and I believe has been successful in attaining the objects with which it was founded The only fault I have heard against it was, that the education was too good, and that the boys were often found to be above their work and anxious to become Munshis The school has been closed since the end of the year under review

Kanhyara school, Kangra.

137 A school was established about three years ago by Mr R Shaw near his property in Kanhyara in the Kangra District but during his absence in Central Asia his subscriptions were not paid and the school suffered from want of control and supervision It has since, at Mr Shaw's request, been placed in the charge of the Deputy Commissioner who reports that he has appointed a new and better qualified teacher, by whose exertions he hopes to see the school become more flourishing I see from the returns that only 12 boys attend the school and Mr Millett has just reported to me that the instruction is purely elementary Under these circumstances it appears doubtful if the grant from imperial revenue can be properly continued I expect to see the school myself shortly, and will report on it again

F—Female Schools

Aided female schools ; general statistics

138 The number of Aided female (primary) schools has been considerably reduced during the year principally in consequence of the introduction of the new organization of the system of schools in Amritsar, by which 72 schools were closed in that town alone At the close of the year then there were in this Circle 244 Aided girls' schools as compared with 324 that existed at the beginning of the year The number of girls attending these schools diminished in like manner from 8 407 to 5 588 and the average daily attendance from 6 607 to 4,948 The cost of these schools has diminished from Rs 38,273 to Rs 30,103, and the cost to Government from Rs 19,588 to Rs 14,066

Private Unaided schools in Jalandhar

139 Besides the above-named Aided female schools, there are 11 girls' schools in the town of Jalandhar that are maintained entirely by Sardar Bikrama Singh and Kaur Sochet Singh I think it right to mention these schools in this place as the remarks of the Deputy Commissioner, which I give below, show how native opinion in regard to the management of girls' schools is turning to the necessity of having them under proper supervision Mr. Saunders says —

' These schools have never been examined by any one, and an assertion was made that Colonel Elphinstone had given a pledge that they should never be subject to examination The Sirdars who pay the expenses believe that their money is wasted, and are desirous to have them examined, the leading men agree, and arrangements will be made for bringing them under regular inspection for the future '

Progress of Aided female schools

140 In the instructions given to us for drawing up our reports we are told to treat of these schools collectively Some of them I have already reported on and some viz the schools in the cities of Lahore and Amritsar, I propose to treat of at length when I come to speak of the Normal schools in those towns, of the rest I need only add that Mrs Millett reports in a very favorable manner on the organization and management of the female schools in the Syalkot District, which she says are far better than any she has seen elsewhere The Gujranwala city schools are all of the very lowest description An attempt at improvent has been made in the Ferozepur city schools the results of which I hope to be able to report next year The Lady Lawrence girls' schools in Amritsar are doing well, and make some, though slow, progress

Indigenous schools

141 I annex the usual statement of indigenous schools It is a return of little value as the figures are not reliable A few of the schools entered in it are practically Government schools receiving grants under Art XIV of the Grant-in-aid Code Some of these call for a brief mention

Schools at Jalandhar and Fattehgarh

142 The schools of Khalifa Ibrahim at Jalandhar, and Maulavi Muhammad Ali Shah at Fattehgarh, continue to be useful and popular institutions. They give a good Vernacular education—equal to that given in Government town schools

Gardening school, Lahore.

143. A grant of Rs. 10 a month is given to a school established for the purpose of training gardeners by the Agri-Horticultural Society in Lahore. There are 20 boys studying, all of whom can read English a little, and a few can read it fairly well, and write sufficiently to make the labels of flowers. The school time of these boys is 2 hours daily, and the rest of their time is spent in learning gardening practically, and also studying the names of plants in the Botanical garden. One of the students is now employed in taking charge of the propagating house, as he is able to write down the name of every plant grown there.

Moravian Mission school, Lahaul.

144. I examined the Moravian Mission school at Kyelang in Lahaul during the hot weather, and was well satisfied with the progress that had been made. The highest class could read Urdu with tolerable fluency, and write it correctly from dictation. They could also translate from Urdu to Thibetan and *vice versâ*, and work sums in compound division. One of the Spiti boys, who was the most advanced pupil in the school, had been allowed to return to his own country. The great drawback to the further progress of this school is the inefficiency of the teacher, who has now taught almost all that he is capable of teaching. It is very difficult to replace this man by a more competent teacher, as the climate of Lahaul is so severe and so much dreaded by the people of the plains, while the salary of the post is too small to act as much inducement. In order to secure better instruction for the more advanced of his pupils, Mr. Heyde sent down the boys of his highest class to study in the school at Sultanpur in Kullū for the winter months. I must again draw attention to the great exertions of the Revd. A W. Heyde, to whom the success and progress of the school are entirely due.

SECTION IV.—INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

Government Normal Schools.

Government normal schools; general statistics.

145. Since the beginning of the year under review the elementary normal class at Hushyarpur has been closed, and the Multan school has been transferred from the Circle, so that only the Lahore normal school now remains. The number of students in this institution has, partly in consequence of the above-named changes, increased during the year from 87 to 116, and the average daily attendance, from 67 to 76. It is curious to notice that the average age of the students has diminished from 32 to 22—a change which promises well, as the younger students are more likely to derive benefit from the institution. A very great diminution has taken place in the cost of the school to Government, though the whole cost, owing to the increase in the number of students and in the stipends allowed to them, has not diminished in the same proportion. The whole cost in 1868-69 was Rs. 12,101, and in 1869-70 it was Rs. 11,335; the cost to Government in the former year having been Rs. 6,284, and in the latter, Rs. 4,497. The cost of educating each student has, however, been very greatly reduced, viz., from Rs. 139 to Rs. 111, while the cost per head to Government has fallen from Rs. 72 to Rs. 44. Thus the cost to Government has been reduced in two years by Rs. 60 per head. These reductions have been caused by the alterations in the establishment described in my report of last year, and they would have appeared greater had not the stipends paid to the students been increased during the year with a view to enabling us to procure a better class of men as teachers.

Results of examination.

146. The usual examinations have been held at the appointed times. In the final examination for certificates the number of candidates was smaller than in the previous year, while the number of failures was larger. There were altogether 30 men examined, of whom 2 obtained certificates of the 2nd grade, 7 of the 3rd grade, and 9 of the 4th grade, and 12 failed altogether. This large proportion of failures is not due, I think, to any fault on the part of the teachers, who are industrious and efficient, but more probably to the inferiority of the men who were at that time entered in the institution. In the elementary examination, in like manner, there was a considerable number of failures, only 26 having passed out of 51 candidates. I am happy to say that the increased stipends now given to the students appear already to be attracting a better class of men, for at the examination of the elementary class held in April every candidate passed, and some of them very well.

Mention of teachers.

147. Mr. G. Lewis, B. A., has had charge of the school during the whole year, and has shown great aptitude for the work. He has been ably assisted by Maulavi Khuda Bakhsh and Mufti Mīran Bakhsh. The other teachers have also done well.

State of the school house

148 The normal school building is still in the same condition as before It was inspected by Dr DeRenzy the Sanitary Commissioner and pronounced quite unfit for occupation by the students Dr DeRenzy also said that he did not think the building capable of being rendered fit for permanent occupation except at a great outlay which would be better spent in building an entirely new school-house on a better site I trust that this may be done before very long

Aided normal schools, general statistics

149 The number of Aided normal schools has been increased by two during the year by the opening of normal schools for female teachers in the cities of Jalandhar and Syalkot There are now therefore 6 institutions of this class, of which one is for men and the other five for women. The number of students has increased from 21 men and 102 women to 23 men and 142 women The total cost has increased from Rs 11,948 to Rs 21 422 and the cost to Government, from Rs. 7,941 to Rs. 14 408 I will give some account of each of these schools.

Female normal school, Lahore

150 I have little to report regarding the female normal school in Lahore It as well as the primary schools in connection with it, was examined by Mrs Millett in October last Mrs Millett reported that in the normal school little progress had been made since her former visit, and specially mentioned that the Mussalmán department had been injuriously affected by quarrels between the teachers In the primary schools Mrs. Millett said that some progress was visible, especially in two of them which she mentioned by name The want of maps and books, which I pointed out last year has been supplied

Female normal school, Jalandhar

151 Of the new female normal school at Jalandhar I can as yet give but little account It was opened from the 1st January by Miss Archur who is assisted by a Committee of gentlemen including the District Officers, and the Revd Mr Golaknath The most advanced pupils of some of the long established schools in the town have been entered as students and the school now contains 12 pupils all of whom are Mahomedans Jalandhar, as the town in which female education has made greater progress than any other, appears to me to be admirably adapted to be the site of a normal school and as Miss Archur seems earnestly devoted to her work and is warmly supported by the authorities of the place, I have no doubt that the institution will prove eminently successful

Female normal school, Kangra

152 The female normal school at Kangra established and managed by the Anjuman of that place presents a very grave defect The students are all children, the eldest being only 11 years of age and Mrs Millett who has visited the school reports that they have no intention of becoming teachers when they leave the school There are two teachers both Christian and all the girls learn Nagri The Deputy Commissioner reports that it is intended shortly to commence English, which I think would be a great mistake

Female normal school Amritsar

153 At the beginning of the year the re-organization of the system of female education in Amritsar was commenced by the appointment of Mrs Rodgers as lady superintendent There were then a normal school and 113 primary schools in the city and Mrs Rodgers's first work was to inspect and report on all of these schools I forward herewith a translation of her report, which describes the majority of the schools as being useless institutions where the girls only learn religious books by rote without being able to understand them or even to read a single word, while in some few schools good progress had been made and the girls were able to read fluently For further details I must refer you to the report of Mrs Rodgers which is very interesting After this inspection it was resolved to close all but 41 of the best schools and to press on the work in the normal school so as gradually to provide efficient teachers for them

Primary schools, progress during the year

154 Mrs Rodgers's first care in the primary schools was to introduce proper order and classification, and next to see that the important branches of an elementary education were regularly taught as far as the ability of the teachers to teach them extended Mrs Rodgers informs me that now reading writing and arithmetic are regularly taught in every school with a few exceptions, where arithmetic has not been commenced owing to the teachers ignorance of the subject The children are now able in most schools to read easy books in an intelligent manner, and not by rote as formerly Geography is taught in some of the more advanced schools It would appear then that on the whole fair progress has been made and that little more can be expected until the normal school begins to turn out better trained teachers to take the place of the present ones

Progress of the normal school.

155 The point on which the success of the whole system rests is the normal school which was commenced by Mrs Rodgers in June 1869, when 40 women were admitted No students were admitted who could not read and write to some extent, but great difficulty was experienced in procuring them and many who were entered were found unsuitable and had to be gradually weeded out as better women were procured Very creditable progress appears to have been made The highest Urdu class is reading Wāqiāt i-Hind and Isharāt-ul-tālim, Grammar, Geography of Panjab Hindustan and Asia, and Arithmetic to compound multiplication The highest Hindi class reads Siksha Manjari, Part 2 and Shadar Darpan besides Geography and Arithmetic as in the Urdu class The highest Gurmukhi class reads Janam Sakhi and Gyan Siksha, and the other subjects as above 23 out of the 40 students are in these classes

Report of Local Committee

156 I annex a translation of the report of the Amritsar Female Education Committee for the year under review They appear quite satisfied with the working of the new organization and to have sanguine hopes of its future success They draw attention to the fact, that the attendance of girls after marriage is gradually increasing there being now no fewer than 125 married girls attending the primary schools, and they anticipate that all objections to married girls going to the schools will be removed when female teachers are appointed to them They also point out that the majority of students in the normal school are relatives of the present teachers of the primary schools, and that therefore when they go out to take charge of the latter no falling off of the attendance or other disturbance is likely to be experienced The Committee give a detailed statement of the income and expenditure of the schools, in which the only point that appears to me to call for special notice is, that, while they have a monthly saving of Rs 100 they find themselves unable to pay the lady superintendent her full salary which I understand was distinctly promised* to her as soon as she had increased her knowledge of the language, and made herself quite conversant with her work

Normal school building

157 The last para of the Committee's report relates to a matter that requires serious attention, viz, the provision of a suitable building for the normal school The present building is, from all accounts in every way unsuited for the purpose though a high rent is paid for it, and it is most important that such an institution as this, which ought to be placed on the best and most permanent basis, should be provided with a commodious and healthy building The Committee state their readiness to bear a portion of the cost of erecting a new school house and say they have already set aside the sum of Rs 2 400 for the purpose but it does not appear whether this amount consists of contributions from the municipal funds and private donations or whether it is merely the accumulated savings of the income of the school towards which Government has already largely contributed

Deputy Commissioner's report on female schools

158 I conclude the notice of the Amritsar female schools with an extract from the report of Major Birch, the Deputy Commissioner, who writes as follows —

"In my report for 1868 69 the appointment of a lady superintendent is adverted to Mrs Rodgers who was selected for this post, has now been for about a year employed She was called on as a first duty to report on the state of things she found existing before the new system was introduced Her report was far from unfavorable and it was confirmed by the opinion of another lady of far greater experience and knowledge of the Vernacular in which Mrs Rodgers was at that time somewhat deficient Immediately on receipt of Mrs Rodgers's report a copy of which was forwarded to you, a meeting of the Siksha Sabha was called and the report translated and explained The schools recommended for abolition were named and discussed, the new normal school was established and a suitable building to contain it was arranged for The new organization in its integrity was carefully and completely introduced, as per your No 37 of the 27th July 1869, and the change was effected as much as possible in unison with the feelings of the Committee of native gentlemen The new organization came into force on the 1st June 1869 I have been favored by a late Commissioner of the Division with a sight of the correspondence that has passed between his office and that of the Director Public Instruction on the subject of the progress made in the education of females in the Amritsar city, previous to the establishment of the new system, which has for its back bone trustworthy European supervision. In the absence of one so well acquainted with the facts as Mr Egerton I feel it more especially incumbent on me to bring to the favorable notice of Government the important services rendered to the cause of female education by the native gentlemen of the city There were 96 girls schools containing 2 300 pupils whose attendance was secured solely by the influence of the gentry The new organization provides for only 41 schools, containing a little more than half the former number of pupils The advance made in erudition by the large number of girls first mentioned was by no means contemptible Indeed I conceive it to be the fact, that there has been little or no improvement in this respect nor is there likely to be until the present lady superintendent who is in other respects competent and painstaking attains a better knowledge of the Vernacular language The appointment of a lady superintendent will secure reliable returns but at the same time it has had a tendency to supersede the personal activity of the leaders of native society Power and patronage have both at once been taken from them and if it be of importance as it undoubtedly is, to secure their cordial co operation for the future some suitable recognition should be made of the satisfactory condition in which they made over the noble trust confided to them by Sir Robert Montgomery himself, viz, the cause of female education The assistance received from these native gentlemen in introducing the new system likewise merits acknowledgment I have in conclusion further to recommend the late examiners who were summarily ejected on the establishment of the new system Ram Chand, Dec Raj Ram Lal and Jamal ud din Muni Ram the head of the old normal school, has been elsewhere provided for by the Educational Department but the former teachers to the number of 60, have been given not even a gratuity All the natives of rank interested in the Siksha Sabha speak highly of the services of the first four '

* Such a promise was certainly made by the Deputy Commissioner and the Committee, and the matter will be brought to the notice of the local authorities —W R M H, *D P I*

159. There are some points of Major Birch's remarks which seem to me to call imperatively for comment here. Neither Major Birch nor the members of the Committee appear to me to do justice to the industry and ability of the lady superintendent. I have already in para. 150 pointed out what degree of progress has been attained in the primary schools, and it must be evident to every one who understands the difficulty of introducing a better system of instruction into schools the teachers of which are illiterate and wedded to old customs, that in the 10 months since the new organization as much had been effected as could be looked for under the circumstances. Nevertheless, the Deputy Commissioner puts on record his belief that it is a "fact that there has been little or no improvement" in the attainments of the pupils, and that there is no likelihood of improvement until the lady superintendent improves her knowledge of the vernacular. I have already, I think, answered the first statement, and in regard to the second, I must mention that I have examined Mrs. Rodgers in the Vernacular, and consider that she is quite competent, not merely to examine, but to teach the girls in every subject of their study. Nor can I agree with the Deputy Commissioner, that the appointment of the lady superintendent need tend to supersede the personal activity of the leaders of native society. It is obvious that their assistance must be most valuable in making the schools popular, in inducing parents to send their children to them, and in a thousand other ways that should not clash in the least with the duties of the lady superintendent, who has only the supervision of the actual teaching. Neither can I see that either power or patronage has been taken from the native gentlemen. The management of the schools is left as before entirely in their hands; all that has occurred has been, that they have frankly adopted a measure the advantages of which they fully saw and appreciated. I think they deserve all the credit and applause that the Deputy Commissioner would claim for them, though I do not altogether appreciate the grounds on which he seems to rest the claim. I would prefer that their claims should rest on their own clear and sensible report, which shows that they have entirely approved of the new arrangements, and have determined to do all they can to make them successful.

Remarks on the above.

160. The excellent normal school of the Christian Vernacular Education Society at Amritsar continues under the able management of Mr. Rodgers. The number of pupils has increased from 21 to 23, and the average attendance, from 15 to 20. The whole cost of the institution has decreased from Rs. 4,681 in 1868-69 to Rs 4,548 in 1869-70, the Government grant remaining the same. The cost of educating each student has still more largely decreased, viz., from Rs. 292 to Rs. 227, and the cost to Government, from Rs. 112 to Rs. 90. Even the latter cost is more than double that in a Government school. The handsome new building is now very nearly completed.

Christian Vernacular Education Society's normal school, Amritsar.

161. The course of instruction is the same as that followed in the Government normal school, with the addition of excellent instruction in the theory and practice of teaching, which we have not yet been able to attain. Since the establishment of the institution, 14 students have completed their studies and obtained employment on salaries averaging Rs. 16 a month.

Progress.

162. A female normal school was opened at Syalkot about the beginning of the year, the funds being provided by the closing of a number of the primary schools. The establishment of this school was described last year by Mr. Pearson. It was visited by Mr. Millett, who reports very favorably of the system pursued in it. Engagements on stamped paper are now taken from all the students, binding them to serve as teachers when they leave school. This plan should be everywhere adopted.

Female normal school, Syalkot.

163. My report is now finished, and I fear has reached an unusual and weary length. I will conclude by expressing my acknowledgments for the cordial assistance and kind co-operation I have invariably met from all the District Authorities, especially from the following:—

Conclusion.

Colonel Coxe, Officiating Commissioner, Jalandhar.
Captain A. Harcourt, Assistant Commissioner, Kangra.
L. Saunders, Esquire, Deputy Commissioner, Jalandhar.
Major F. M. Birch, Deputy Commissioner, Amritsar.
Lieutenant-Colonel H. P. Babbage, Deputy Commissioner, Gujranwala.
Major W. G. Davies, Officiating Commissioner, Lahore.
G. Knox, Esquire, Deputy Commissioner, Ferozepur.

I annex as usual a list of the native gentlemen and officials who have given special assistance to the Department.

C. W. W. ALEXANDER,
Inspector of Schools, Lahore Circle.

10th June, 1870.

RAWAL PINDI CIRCLE

INSPECTOR—C PEARSON, ESQ, M A

I have the honor to furnish my annual report in the prescribed form

PRELIMINARY REMARKS

Districts of the Rawal Pindi Circle

2. By the new distribution of Districts, made before the commencement of the cold weather tour the Rawal Pindi Circle now includes the north west corner of the Panjab Syalkot, Gujranwala, Shahpur and Jhang were transferred to the Lahore and Multan Circles. Hazara Peshawar Kohat Bannu and Dera Ismail Khan came under my charge Rawal Pindi Jehlam and Gujrat remain as before The character of schools beyond the Indus differs considerably from that which prevails on this side of the river The schools in towns are attended by boys of the same classes but they present a somewhat squalid and poverty-stricken appearance, and, as scholars, are less apt or less industrious than their cousins at Rawal Pindi and Gujrat The agricultural population of Peshawar and Kohat, of Upper Hazara of a portion of Bannu, and of a few border villages in Dera Ismail Khan, speak Pashtu only A few families recently settled in the country may speak Persian among themselves, but the language is otherwise used only for literary purposes The Vernacular where it is not Pashtu consists of varieties of Panjâbi and where this is the case the scheme of studies instituted by the Educational Department is as suitable for trans-Indus schools as for the rest of the Province To the people who speak Pashtu, Urdu is completely a foreign language and is far more difficult than Persian It is of course very desirable that Urdu should be taught in Pashtu schools only I would notice that it would be quite as easy to teach Pashtu in Gujrat as it is to teach Urdu in Eusafzai In Pashtu schools hitherto very little has been learnt except Persian and it would be premature, for me at any rate, to venture an opinion as to what is possible But the practical importance of having in each Pathan village a few men familiar with the *lingua franca* of India is, I think, alone a sufficient reason for adhering to the Urdu course if we can Attempts have been made to introduce Pashtu books into the schools but without much success There seems to be a contempt for the study of Pashtu which it is difficult to meet by argument They also say that when they can read Persian they can read Pashtu if they please without learning it, and that nothing is gained by beginning with Pashtu As a matter of fact, I suspect they are right It does not follow that a Pathan boy should not begin with Persian because an English boy learns to read his own language before Latin There is an hereditary system of teaching Persian which does not lend itself very readily to inflected languages like Urdu and Pashtu, the grammar of Persian is exceedingly simple, and the vocabulary hardly differs from that of literary Pashtu On the whole I am not sure that we do well to fight against the prejudice which makes our Pashtu editions a drug in the market

Frontier schools

3 It would have been more agreeable to me to omit a detailed account of the Frontier schools on this occasion having made one inspection only at a time when all business had been for months at a stand still in consequence of epidemic sickness The actual condition of schools is no doubt unsatisfactory and may in part be attributed to neglect and mismanagement, but the difficulties of the situation are so great and the signs of care and labour on the part of managers so evident that I fear lest when I state the facts which came to my notice I may seem to censure some who deserve nothing of the kind Perhaps it may be as well to say at once that Civil Officers and Missionaries are as attentive to the interests of their schools as anywhere else although the subordinate inspection of Government schools has been found inefficient in some instances

Inspector's tour

4 With regard to my own work I would remark that although in the Peshawar District there are enough schools to occupy an Inspector on tour, this is not the case generally on the Frontier In November January and February I was making unusually long marches with comparatively few halts I went through the whole of my Circle west of Rawal Pindi and inspected only 60 schools In ten days of March I inspected 50 schools between Rawal Pindi and Gujrat numbering many more scholars than I had seen in the four months previously It appears to me that in the Frontier Districts of Kohat, Bannu and Dera Ismail Khan schools are too far apart to be visited by an Inspector's camp, even if they were more flourishing than is the case at present It would not

be difficult for District Officers to examine periodically with the same regard to details as an Inspector. Even if such a mode of supervision is inconvenient, the cost of inspection should bear a certain proportion to the cost of education, yet it is scarcely an exaggeration to say that the cost of inspection of village schools beyond the Indus would afford a comfortable maintenance all the year round to all the boys who come to be examined.

The Government and the people

5. The object of Government in establishing schools and of the people who use them is not the same. Our aim is to give some degree of intellectual culture to tradesmen and farmers, and to improve the education of the better classes. They on the other hand do not seek to be raised in their class but to rise above it. Hence the complaint so often made that they get nothing after all by their education, as if the end of schooling were a place in a Government office. Closely connected with this view of education is the apathy which meets us at every step. "The people of this place have no *shauq*" is the constant reply to enquiries about the prospects of any school. When a village school is particularly successful it almost always appears that the place is a colony of writers who are glad to send their children to learn their trade at the public expense. Perhaps the time has come for distinguishing between the classes which have a "*shauq*" and those which have none. It is certain that no great success will be ever attained among people who pertinaciously refuse to comprehend the advantages of education.

SECTION I.—CONTROLLING AGENCIES.

Staff of Inspecting Officers.

6. (1). There is an Inspector, a Deputy Inspector, and a School Muharrir for each District excepting Hazara and Kohat where the schools are very few. The School Muharrir of Bannu was dismissed lately, and his work has since been performed by the Deputy Inspector, who has also charge of Kohat.

Changes.

7. (2). When the re-distribution of Circles took place Maulavi Muhammad Ali, Deputy Inspector, was transferred to the Multan Circle, and Maulavi Safi-Ullah, Deputy Inspector of the Frontier Circle, was transferred to Rawal Pindi.

Work during year

8. (3). During the hot weather the Deputy Inspector visited several Districts and examined all schools of importance. I was myself occupied at Murree until August when I visited the zil' schools and some others in the plains. Owing to the prevalence of fever I could not begin my cold weather tour before the second week in November. Maulavi Safi-Ullah now accompanied me. I marched to Abbottabad, Peshawar, Kohat, Bannu, Dera Ismail Khan, and returned to Rawal Pindi by the left bank of the Indus after an absence of four months. Afterwards I marched through Gujrat and Jehlam and completed the tour of my Circle at the end of April. At Kalabagh I separated from the Deputy Inspector, who has since been at work on the Frontier.

Local Committee of Public Instruction.

9. (4). There is a Local Committee of Public Instruction at Gujrat. The members are anxious to give any assistance in their power, but they do not understand much about school work. The Deputy Commissioner is understood to be President of the Local Committee, but he does not convene them or take any active part in the management of the zil' school. Since the commencement of the current year a Committee has also been formed at Kohat.

Work of Tahsildars.

10. (5). With a few exceptions the Tahsildars do not exercise much influence over the schools. Whether they do or not depends chiefly upon the active interest in education displayed by superior District Officers. I think, too, that the Tahsildars have done less since the responsibility of the school Muharrirs has been increased. When two ride upon a horse one must ride behind, and the Tahsildar finds himself in that position when an efficient school Muharrir holds the reins.

SECTION II.—GOVERNMENT SCHOOLS.

A.—Government Zil' Schools.

11. (1).—*General statistics of Government higher class, middle class, and lower class schools, including Aided lower schools.*

There are two zil' schools in this Circle, Gujrat and Kohat. At Gujrat there was formerly an upper school, but this department has been abolished, and most of the boys have been transferred to the Lahore school. The returns for Gujrat, however, include 10 boys of the upper school who remained until the end of the year.

Middle school students number 72, of whom 50 belong to Gujrat, and 22 to Kohat. Their average cost per head appears to be about Rs 100 and Rs. 50 respectively for the two schools, but the attainments of an average Gujrat boy are well worth the double cost.

Lower school students number 301, of whom 237 belong to Gujrat, and 64 to Kohat. The Gujrat lower school now consists of 3 Aided branches, one of which is a Mahajani school of the type found in all towns, but several of the boys are making good progress in Urdu.

(2).—*General results of different examinations to which zil' schools are subject, and general progress of schools of each class throughout the Circle.*

Upper school, Gujrat.

12. Several boys of the first class in Gujrat school attempted the entrance examination, but only one, Shahab-ud-Din, succeeded in passing The headmaster has to sign a certificate stating that in his opinion the candidate is likely to pass the examination It would not be convenient to limit the headmaster's discretion, but I am sorry to say that notwithstanding repeated admonitions, every year boys are allowed to attempt the examination who have no chance whatever of getting through by merit. In the preliminary paper examination of the upper school, held in July, fourteen boys of the first class and 11 of the second class were examined, but none succeeded in passing. The first class gained high marks in geography and history, and the second class in mathematics. But the standards of the examiners seem to differ, and the results do not always correspond with my own experience.

Middle school.

13. For the middle school examination Gujrat alone sent up one boy who passed. For lower school examination 7 out of 16 passed at Gujrat, and 2 out of 9 at Kohat. The failures were chiefly in arithmetic, which is very badly taught throughout this Circle. It is difficult to speak of the general progress of zil' schools from the results in two only, and those so unlike as Gujrat and Kohat, so I will treat this subject in para. 3 *f* below.

(3). *Brief report on each school, showing—*

Gujrat.

14. (*a*). Gujrat (at close of year)—

Upper school.

	1st class.	2nd class.	3rd class.	Total.
1868-69	... 14	0	11	25
1869-70	... 4	3	0	7

Middle school.

	1st class.	2nd class.	3rd class.	4th class.	Total.
1868-69	... 0	13	17	12	42
1869-70	... 7	7	7	16	37

Note.—In former years Abbottabad was classed as a zil' school, but being in fact a school of the lower class it has now been removed from the list.

Lower school.

1868-69	... ...	Main school ... 75 Branches ... 107	 182
1869-70	... ...	Main school ... 84 Branches ... 162	 246

There is therefore a considerable increase in the branches, but a falling-off in the upper and middle schools, which may perhaps be attributed to the loss of Mr. Buchanan, the late headmaster, who was deservedly popular, and to the attractions of the Lahore Medical school, which has taken off several boys.

Teachers.

15. (*b*). There have been several changes during the year among the teachers. Mr. Kirkpatrick, the present headmaster, though rather young to have an independent charge, and imperfectly acquainted with Urdu, has done his duty to my satisfaction. He has effected an improvement in discipline and in the style of teaching. In attempting to carry out a stricter system he has lost boys, but this always happens under similar circumstances, and is only a necessary liquidation of old debts. The subject, however, requires careful attention, as the influence of the school must be contracted in proportion as the numbers fall off. The work of the other teachers has been satisfactory.

Fees.

16. (*c*). The return of fees for 1868-69 seems to be erroneous, but I know that Mr. Kirkpatrick has increased the amount of collections. Few people have any idea of the extreme obstinacy with which the payment of fees is resisted when the rate is above a minimum.

Expenditure.

17. (*d*). Expenditure for the year amounted to about Rs. 5,500, the whole of which is paid by Government excepting a small contribution from municipal funds and fees not exceeding a tenth part of the whole sum.

State of school-house.

18. (*e*). The state of the school-house is excellent, but the garden requires better care. There is a play-ground attached, but money is wanted to put it in order. I have requested the Deputy Commissioner to propose to the Municipal Committee to take over the management of the school compound.

Examinations.

19. (*f*). The result of examinations has already been described under section II-A-2. Fair progress has been made in English, Vernacular, and Persian. Some of the boys of the upper school commenced Arabic in the course of the year and were making good progress. Sanskrit has not been studied. The upper school improved in mathematics, but some of the lower classes have been taught arithmetic in a careless manner—or rather I should say the teachers are ignorant of any proper method.

Progress generally.

20. As for progress generally, so many changes have taken place that it is difficult to make any comparison. The style of work is certainly improved, but I doubt whether the school is at this moment doing so much good as it was before. The abolition of the upper school was decidedly unpopular, and I am afraid will affect the middle school unfavorably. *

Kohat zil' school.

(*a*, *b*, *c*, *d*, *e*, *f*.)

Kohat zil' school.

21. Kohat zil' school cannot well be treated under the prescribed headings. The school had suffered much from sickness when I was at Kohat in January, and I have not had time to visit it again. Pir Bakhsh, the headmaster, is competent, but he complains greatly of irregular attendance of the boys, and certainly has not succeeded in keeping them at work. A few boys were fairly acquainted with Persian and Urdu. I should prefer to reserve my opinion of this school until I see it again.†

B.—Town Schools.

Town schools.

22. (*a*.) No town schools are maintained on the grant-in-aid principle. There are 6 Government town schools in this Circle, viz., Kalar and Pindi Gheb in Rawal Pindi District, Rohtas and Chakwal in Jehlam, Kunjah and Dinga in Gujrat.

Progress.

23. (*b*.) On the whole, there is an improvement in these schools, because the studies are completed more generally than was formerly the case. Progress has been made chiefly in Persian literature. It is very rare to find arithmetic well done, and general knowledge is confined to outlines of history and geography. A boy who answers questions on the map of Europe often has no idea whatever of the place of Rome in history.

C.—Village Schools.

Village schools.

24. There are 8 Districts in this Circle, containing 200 village schools, viz. :—

Rawal Pindi.....	36	village schools.
Jehlam.....	50	ditto.
Gujrat	37	ditto.
Dera Ismail Khan	17	ditto.
Bannu	16	ditto.
Peshawar	36	ditto.
Kohat	6	ditto.
Hazara	2	ditto.

* If so, it will be a short time only, as the classes of the middle school will be better taught than was possible under the former system.—W. R. M. H., *D P. I.*

† Since favorably reported on.—W. R. M. H., *D P I.*

There will be a further reduction, partly because the assignment from educational cess has been diminished in some Districts, and partly to carry out the principle of raising the pay of teachers generally.

Progress.

25. (*b*). In my old Districts, Rawal Pindi, Gujrat, and Jehlam, satisfactory progress has taken place, of the same character as that which has already been noted in town schools. With respect to the Frontier Districts, nothing of the nature of progress was observable. There was, however, some hope of improvement.

D.—Female Schools.

Female schools.

26. The nucleus of a female school is always, I think, the old maktab or patshala, in which the Qurân or Granth and sometimes Banya's accounts were taught. Where there is European superintendence a little general reading and needle-work have been added. Bedi Khem Singh's schools, which are not inspected, are, I imagine, exactly what the people provide for themselves without assistance. The Peshawar schools which I have not seen perhaps differ more widely from the indigenous type than any others in this Circle.

B, C, D.—Government Vernacular Schools, Male and Female, by Districts.

(1).—*Town schools individually and briefly.*

Town schools, Rawal Pindi.

27. *Rawal Pindi District*.—There are two town schools, Kalar and Pindi Gheb. Kalar is a small town, but the school has always been well attended. The boys in the upper classes are young, but have worked hard and completed the course of studies, although their attainments generally are rather below the mark with reference to the classes in which they stand. The Pindi Gheb school, although well attended, was not in such good order as it was a year ago. The teacher was expecting to be transferred during some part of the year, and perhaps has relaxed in his exertions.

Town schools, Jehlam.

28. *Jehlam District*.—Town schools at Rohtas and Chakwal. The former has improved under a new teacher. The Chakwal school has fallen off steadily for the last two years, and I have recently recommended that the head teacher's pay should be reduced.

Town schools, Gujrat.

29. *Gujrat District*.—There are town schools at Dinga and Kunjah. Dinga has steadily progressed year by year. At Kunjah the upper classes have generally been well filled, but the boys were ill-prepared. A considerable improvement in this respect has now taken place.

(2).—*Village schools collectively.*

Village schools, Rawal Pindi.

30. *Rawal Pindi District*.—Village schools have improved decidedly east of Rawal Pindi, but towards the Indus Government education is unpopular, and only a few schools now remain. None of these are doing so well as they should. The Musalmans are forbidden by their priests to use our schools, but the Hindus also are less amenable to influence here than elsewhere, excepting Pindi Gheb where there are always the materials of a good school.

Village schools, Jehlam

31. *Village schools in Jehlam District*.—At the time of my examination there were 50 village schools, or 8 less than in the previous year. The reduction took place in consequence of the assignment from cess having been diminished. I have proposed that 9 more schools should now be closed in order to raise the pay of teachers to a minimum of Rs. 7 a month. The results of examination are on the whole more favorable than last year, because the worst schools have ceased to bear down the averages; but I am not altogether satisfied with the progress of the year. I have requested the Deputy Commissioner to give his attention to the subject, and to require the school Muharrir and Tahsîldars to be more assiduous in their inspections.

Village schools, Gujrat.

32. Very satisfactory progress has been made everywhere during the past year, and although the number of village schools has been reduced from 62 to 37 since last year, younger boys have come up from below, and nearly as many were present at my examinations. The abolition of 25 schools was necessitated by the diminished assignment from educational cess, but the average pay of teachers has risen, as the least efficient were discharged. The average number of boys in the VI and upper classes of each school is considerably higher than I have hitherto recorded in any District. These boys have generally completed the prescribed course of studies, but are

rather young with reference to the classification, and although well prepared, are deficient in general knowledge It is a new thing to have to complain of "cramming" in village schools. I only wish I could see some symptoms of this disease on the Frontier Major Smyly writes —

"During the autumn months considerable sickness prevailed in the District, which for a time interfered with the attendance of the pupils, but upon the whole the attendance at the town and village schools is very satisfactory and the Chief Muharrir is indefatigable in his exertions for the welfare of the schools Every effort is made to induce the people to comprehend the importance of educating their sons, but the agricultural class mostly prefer to retain their sons at home to assist in husbandry and indeed the openings for partially educated youths are so few that those taught in our schools in many instances return to their homes discontented, unfit for the labours of cultivation, or rather disinclined to exert themselves and perform hard manual labour'

Village schools, Peshawar District

33 Village schools in Peshawar number 36 at the present time In November last I inspected 24 schools, but the remainder did not venture to come out owing to the prevalence of epidemic fever, and, I must add, neglect and mismanagement, the schools of this District were in anything but a satisfactory state There is a strong prejudice against Government education in Pashtu Districts, but as yet I have seen no reason to suppose that it is insuperable In most cases I found sufficient reason for the failure of a school in the circumstances of the school itself apart from the hostility of the people to it There is considerable difficulty in finding suitable teachers, because such men are scarce in the villages, and citizens of Peshawar have no influence at a distance from their own town and often are ignorant of Pashtu I hoped to have seen some of the village schools of this District a second time before writing this report, but have been unable to carry out my intention For many reasons the work of education is likely to be specially interesting here if any progress is possible

Kohat village schools

34 There were six village schools in Kohat at the time of my visit Two were inefficient, and have since been abolished A school at Hango was doing pretty well although in an irregular fashion but the rest were hardly better than nominal There are no school-houses, and at the time of my visit books and maps were very scarce These matters have received attention

Bannu village schools

35 Two years ago there were 27 schools in Bannu District, but only 13 remained at the time of my inspection With the exception of two they were not at all in a satisfactory state At different times the Civil Officers have taken a good deal of trouble with the schools, and have been successful with those situated in towns During the past year the management seems to have been left a good deal to the School Muharrir who unfortunately proved unworthy of the confidence placed in him The following extract is from the report of Mr Thorburn, the Officiating Deputy Commissioner —

"As to village schools (*i. e.*, schools in villages) there are now only 9 in the District, and none of them except perhaps Piplan can be called in a flourishing state There were formerly over 20 such and no doubt then the state of education in the District was generally considered satisfactory and progressive yet still I think as far as any real advancement in knowledge goes the system which formerly obtained in this District, trans Indus, of forcing education, was one likely to mislead all not intimately acquainted with the District as to the state of village education I hardly think any of the scholars as a rule knew more than the alphabet The Pashtu speaking population of this District, being entirely agricultural, having many prejudices regarding education and knowing that an average boy after 4 or 5 years schooling cannot get an appointment worth more than 6 or 7 rupees per mensem and is therefore hardly on an equal footing, as far as ability to make his own bread goes with a youth of equal age who has never been inside a school house openly admit that they have no wish to see their children taught reading and writing On the whole, therefore I think that no great objection can be made against the decrease in the number of the village schools especially trans Indus of this District"

Dera Ismail Khan village schools

36 There are now 17 village schools in Dera Ismail Khan, of which 14 were inspected by me They are not doing well, but are equal to any others on the Frontier At the time of my visit the School Muharrir had been away for three months on leave without a substitute Ordinarily regular supervision cannot be dispensed with, but at that time all school-work was suspended owing to the severity of the epidemic, which extended over the whole of Northern India In one school only had a fair amount of work been done, and there the prescribed course of study had not nearly been completed

Hazara village schools

37 Hitherto there has been no educational cess in Hazara but two village schools are supported from imperial funds The school at Harripur will probably improve when it has a better building I saw a few boys collected at the time of the sickness. It would be unfair to judge from that inspection, but I know that neither this school nor the one at Manserah have ever been in good order

Tabular statement of result of examination of all schools

38 Subjoined is a table showing an abstract of my examinations in three Districts, Rawal Pindi, Jehlam and Gujrat The prescribed course of study has been so imperfectly carried out on the Frontier, that it was impossible to make any such classification

Abstract of results of examination of Government Vernacular schools in Rawal Pindi District for the marching season of 1869-70

Class of schools	No of schools		No of schools reported						Classes.	No of students present at examination.	No of students passed a satisfactory examination.				
	Established.	Inspected.	Very good.	Good.	Fair	Indifferent.	Bad.	Very bad.			Dictation.	Reading	Arithmetic	History and geography	In all subjects.
Town schools	2	2	1	1	1				I class	2	2	2	2	2	2
Village schools	36	35			25	7	3		II do	8	8	8	5	4	
									III do	10	10	10	4	7	4
									IV do	36	36	35	18	18	12
									V do	95	91	87	56	51	52
									VI do	305	295	188	200	178	147
									VII do	288	191	60	130		
Total	38	37	1	1	26	7	3			744	633	390	415	260	217

Abstract of results of examination of Government Vernacular schools in Jehlam District for the marching season of 1869 70

Class of schools	No of schools		No of schools reported						Classes	No of students present at examination.	No of students passed a satisfactory examination				
	Established	Inspected	Very good.	Good.	Fair	Indifferent.	Bad.	Very bad.			Dictation	Reading	Arithmetic	History and geography	In all subjects.
Town schools	2	2			1	1			III class	8	8	8		5	
Village schools	50	50		2	29	9	10		IV do	50	50	50	19	24	16
									V do	144	141	140	64	73	49
									VI do	318	310	243	223	162	125
									VII do	484	421	228			
Total	52	52		2	30	10	10			1,004	930	669	306	264	190

Abstract of results of examination of Government Vernacular schools in Gujrat District for the marching season of 1869-70

Class of schools	No of schools		No of schools reported						Classes	No of students present at examination.	No of students passed a satisfactory examination				
	Established	Inspected	Very good	Good.	Fair	Indifferent	Bad.	Very bad.			Dictation	Reading	Arithmetic	History and geography	In all subjects
Town schools	2	2		2					III class	43	43	43	21	14	10
Village schools	37	37		6	27	4			IV do	183	143	141	42	88	33
									V do	223	210	195	157	151	119
									IV do	420	404	333	247	168	147
Total	39	39		8	27	4				869	800	712	467	421	309

D—Female Schools

Female schools

39 The only Government female school in the Circle is one at Jehlam which I have seen several times Fifty Musalman girls most of them very young, read the Qurân, a few of the older ones have been through the books used in the lower classes of Vernacular schools, and can write from dictation The teacher is a respectable Mulla who has influence in the place, and for whose sake no doubt parents allow their children to learn some Urdu

E—Government Jail Schools

Jail schools.

40 (1) *General statistics*—There are Jails at Rawal Pindi Jehlam Gujrat Peshawar Dera Ismail Khan I am sorry to have to report again that I have no confidence at all in the reality of jail schools A system of instruction has been suggested to Officers in charge of jails, but it is not strictly carried out.

41 (2) The only jail school worth noticing is that at Rawal Pindi There is a VI class with 11 men, and a VII class with 27 men All these, judging from their hand-writing, I should think could read and write before they were prisoners but they have certainly taken some pains with their school books An VIII class consisting of 9 boys has made some progress in the Tahsil-ut talim

Rawal Pindi jail

SECTION III—AIDED INSTITUTIONS

A—AIDED COLLEGES

Nil

B—SCHOOLS FOR EUROPEAN AND EURASIAN CHILDREN

Aided schools for children of European descent

42. There are two schools answering to this description

43 The Sir Henry Lawrence Memorial Asylum at Murree is a boarding school

Lawrence Asylum Murree.

(*a*) It is managed by a Local Committee, of which the Commissioner of the Division is the President The Principal is Mr Smithwhite His staff of teachers consists of two masters and three mistresses There is accommodation for 120 children, half boys and half girls

(*b*) The school is maintained by proceeds of endowment, subscriptions, and fees, supplemented by a liberal grant form Government The expenditure for the year was upwards of half a lakh of rupees, but this includes some extraordinary disbursements of which I have no account at hand Under ordinary circumstances the cost of educating and maintaining each child is about Rs 25 a month Fees amounted to Rs 1,799 Private soldiers pay none but sergeants and soldiers earning Rs 60 a month pay fees at rates varying from Rs 3 to 15

(*c*) Two excellent houses are now occupied, one for the boys, the other for the girls.

(*d*) The books required by Government are properly kept up

(*e*) I have not yet made my annual inspection In September I examined all the classes and was better satisfied than I had been in the previous April The following is from a private letter received by me a few days ago from Mr Smithwhite —

"You will perhaps remember that I was directed last year to write to England for a supply of specimen copies of elementary books to enable us to make a good selection for our schools These books have been received, and I should like to go over them with you. Many of them are most admirable and show what vast progress has been made in the compilation of school books since the era of the Irish Series (the books hitherto in use)

"We have been going on very quietly and comfortably since last season We are quite full, and have many applications for admission which we can only register I think that upon the whole the prospects of the institution are brighter than they have been for some years "

44 The Murree *cum* Rawal Pindi school continues to flourish notwithstanding the protracted ill-health of Mrs Harris, the Principal The circumstances of the school are such as described in my last year's report, only there has been a satisfactory increase in numbers As the conditions under which this school is aided are at the present time the subject of a special correspondence, I will merely notice in this place that a lower department, for the children of poor persons, was opened at Rawal Pindi in November last under Mr Jennings, late headmaster of Gujranwala zil' school This branch school cannot be considered successful, and hence the position of the school with reference to the Grant-in-aid Rules will again come before Government At the same time the Committee will endeavor to place the school upon a sound basis, as their financial position and the requirements of this department have hitherto been a constant source of anxiety Of the great value of the school to the residents of Rawal Pindi and Murree, there is not question.

Murree *cum* Rawal Pindi school

Mrs Harris takes boarders, but the Committee do not interfere further than by providing her with suitable houses at Murree and Rawal Pindi rent-free

(*a*) There is a Local Committee of management including some of the most influential residents of Murree and Rawal Pindi The active member of the Committee is Dr Morton, Deputy Inspector General of Hospitals, who, as well as the majority of the Committee, has no private interest in the school

Management

(*b*) The income and expenditure for the year amounted to Rs 6 873, of which Rs 3,830 were from fees, and Rs 3,000 from grant-in-aid Fees vary from Rs 3 to 12 for each child.

Expenditure

(*c*). A good house is rented at Murree, and another has been partly purchased at Rawal Pindi.

School house.

Books. (*d*). Books required by Government are properly kept up.

Progress. (*e*). The school is attended by girls and young boys, children chiefly of officers and others in easy circumstances.* There is no regular classification or scheme of studies I should describe the education given as an elementary English education resembling the course of studies carried on under the governess in private families among the gentry of England. Dancing is not taught, but some of the young ladies are exercised upon a piano. Of progress it is difficult to speak, both because the children with a few exceptions attend for a few months at Rawal Pindi or Murree but not continuously, and because the state of Mrs Harris's health has precluded regular study, and in fact has interfered with my periodical examinations for the last two years This and other matters have constantly occupied the attention of the Committee, and will probably form the subject of a special report.

C.—Schools for Natives.

Higher Class.

45. Aided schools of this description are two only in number, and can best be described separately. I may say, however, that the education given in these schools is much the same as in Government schools.

Aided schools for natives.

46. As compared with Government schools, however, Mission schools have some advantages and some disadvantages. The constant supervision of a European gentleman is an advantage which we cannot secure, but on the other hand the Missionaries are in a way forced to employ as teachers, catechists and others who have little aptitude for the work of a schoolmaster. I think, too, that, having other objects in view, they are rather apt to under-value discipline and organization, or at least to sacrifice some of the essentials of a good school rather than lose their influence over numbers. I have seen this especially in the case of branch schools, which sometimes cost 30 or 40 rupees a month without being worth 10 from the point of view of a Government Inspector The peculiar defects which I observe in Mission schools could not be overlooked if the Missionary satisfied himself by periodical examinations that each class is doing its appointed task under a competent teacher. That they should entrust this business to headmasters and others in whom they have confidence, is very natural, only unfortunately the work will never be done properly except by themselves. A school which is visited daily by a European Missionary ought to be in much better order than a Government school. As a matter of fact there is not much to choose between the two, of course excepting special cases. I should not wish, however, to seem to disparage the educational services of these gentlemen, or even to suggest that they might do more. I can see where Missionaries as well as District Officers by concentrating their energies upon their schools might produce better results, but I know that they have to decide for themselves the relative importance of various calls upon their time and strength, and that it is unreasonable to expect them to devote themselves to education in the spirit of a professional schoolmaster. As for compliments, I have too much respect for them to attempt any, although I might say a good deal in that way without exaggeration.

Mission schools.

47. The American Presbyterian Mission school at Rawal Pindi is under the management of the Revd. R Thackwell, "who devotes none of his time to tuition, the educational staff being now complete by the recent arrival of a 2nd master (Licentiate of Arts of the Calcutta University). No part of the manager's salary is charged in the school expenditure." The grant to the Mission is now given in a lump sum, viz, Rs. 320 for the boys' school and branches, and Rs 20 for the girls' school At the present moment salaries of teachers in the main school amount to Rs. 521, including the pay of the Maulavi and an assistant English teacher, who are absent, and probably will not return.

American Mission school at Rawal Pindi.

(*a*). The school has not yet been reduced to the pattern of a Government zil' school. There are 13 boys in the upper school, 68 in the middle, 64 in the lower school. This is much the same as last year.

Numbers.

(*b*). The absence of the first Oriental teacher for three months has been severely felt. The manager has been unable to find a fit substitute, and in consequence Persian has been much neglected. Arithmetic is not well taught, but in English very satisfactory progress has been made. Mr. Bhos has, on the whole,

Staff.

* In his special report the Inspector calculates that about half the girls are children of parents who could bear the total cost of their children's education. It has been proposed that the school fee shall be raised in their case, and a corresponding reduction made in the grant-in-aid.—W. R. M H., *D. P. I.*

been very successful as headmaster, and has contributed his full share to the present efficiency of the school.

Fees. (*c*). Mr Thackwell has been successful in raising fees in the main school from an average of Rs 20 a month to Rs 50 The same process applied to the branch schools has driven away half the boys.

Registers. (*d*). *See above.*

School house. (*e*). The school-house is in a good state.

Progress (*f*). Two students, Kishn Singh and Sundar Mal, passed the entrance examination, the former in the first division. Seven boys attempted the middle school examination, but all failed. Eleven were examined by the lower standard, of whom five failed in Arithmetic only. The main school has never been in a more efficient state than it is now Taken as a whole, it is decidedly the best Anglo-Vernacular school in this Circle, although in some respects the boys might be better prepared.

Peshawar Mission.

Peshawar Mission school. 48. The Revd J. P. Hughes writes:—

The Church Missionary Society's school, Peshawar, is now under the joint superintendence of the Revd. J W Knott and the Revd J P Hughes, and will continue to be so [D V] until the arrival of the late manager, the Revd J R Wade The Revd J W Knott takes the first class of the main school in two subjects every other day, which occupies two hours or more each day The other days he teaches at the cantonment school. Besides this, he takes part in the frequent examinations, and assists the headmaster when need requires. The Revd. J P Hughes also takes part in the examinations and in the general arrangements of the school. Rs 170 per mensem is charged for the above services The books required by Government are kept up. See certificate on the monthly bill.

Inspector's visit 49. When I visited Peshawar in December the schools were so disorganized by sickness, that I could not fairly judge of the standard usually kept up, and I have been obliged to defer making a regular inspection until after writing this report. At that time the Revd J Ridley was managing the schools, but he had been seriously ill and was obliged to return to Europe. Three boys attempted the entrance examination, one of whom, Narain Das, passed in the third division. None went up for the middle school examination, and none passed in the lower standard. Twelve were examined, of whom nine failed in Arithmetic only. In conclusion I will only add that the school has always borne a high character, although under the circumstances I would rather not hazard an opinion with respect to the state of the classes.

Comparative table of numbers attending the school. 50. Subjoined is a comparative table furnished by the headmaster, showing that the school has hardly recovered from last year's epidemic:—

Upper school.

May 1869.		May 1870.
5	I class	3
5	II class	4
10		7

Middle school.

11	I class	10
16	II class	14
13	III class	0
18	IV class	16
58		40

Lower school.

23	I class	20
37	II class	29
54	III class	50
114		99

Unaided branch schools, Peshawar city. 51. Besides the main school there are 3 Unaided branch schools in the city of Peshawar, which at the time of my inspection were connected with the Mission, but not brought under the same system as the main school. I understand that they have been re-organized.

D.—Middle Class Schools for Natives.

Jehlam Aided school.

52 There are four schools of this class. The Jehlam Aided Anglo-Vernacular school (*a*) is under the management of the Revd. F. Cardew, Chaplain to the cantonment, whose services are calculated nominally at a sum equal to the whole expenditure. The following is a comparative statement of the classification at my two last inspections :—

August 1869.				April 1870.
		Upper school.		
8	...	II class	...	9
		Middle school.		
0	..	I class	...	7
13	...	II class	...	0
13	...	III class	...	12
25	...	IV class	...	22
		Lower school.		
82	...		...	74

As the present IV class has been promoted recently, it appears that a large number of boys have left since August last.

Staff.

(*b*). The late headmaster, Bhagat Singh, joined Rurki college a few months ago, and the work has been carried on since under a young man who was previously acting as second master, and who though deserving is perhaps hardly equal to his present duties. The manager will watch his work, and has besides agreed to discharge two teachers who appeared to me to be incompetent.

Fees.

(*c*). Fees are inconsiderable, averaging Rs. 10 a month I do not think that under any circumstances large returns can be expected from this source.

Expenditure.

(*d*). With the exception of fees the whole expenditure of the school is defrayed by Government. It amounts to Rs. 150 only.

School house.

(*e*). The school-house is in good order.

Progress.

(*f*). No boys attempted the middle school examination. The boys of the IV middle were examined according to the lower standard. Of 22 only 4 passed. It is difficult to describe the progress of the school in general terms. Portions of the work have been done pretty well; but, on the whole, it is unequal and irregular. The manager is always ready to meet my wishes, so that practically the school is directly under my control. When the cost is considered I do not know that the results are unsatisfactory.

Church Mission School, Peshawar Cantonment.

Peshawar cantonment school

53. This school is under the same management as the city school, and like all cantonment schools is affected by the relief of troops. When I saw it in December it had suffered from this cause, and also from the general sickness. It had then the character of an elementary English school, but I should infer from notes in the visitor's book that it had been in a more advanced state.

Dera Ismail Khan Church Mission school.

54. Dera Ismail Khan Church Mission school is managed by the Revd. Mr David Brodie, who devotes three hours daily to tuition. The sum of Rs. 120 for his time is included in the school expenditure. The books required by Government are kept up.

Classification.

(*a*). When I examined the school in January the classification was as below :—

Upper school.		Middle school.		Lower school.	
II class	4	I class	14	I class	8
III class	8	II class	12	II } class	50
		III class	8	III }	
		IV class	10		
	12		44		58

There is besides a Mahajani class which consists of 60 boys.

Staff. (*b*) The headmaster and first Persian teacher are very efficient The others had not generally done well.

Fees. (*c*). Fees average Rs. 20 a month, which seems a fair amount with reference to the poor appearance of the boys.

Cost. (*d*). Expenditure amounts to Rs 5,534 for the year, but of this Rs. 1,800* represent the nominal value of the Missionary's services. I would observe, however, that the tuition of twelve boys in the upper school is sufficiently provided for without counting this item, and hence the total cost appears to be higher than is necessary †

Progress. (*e*) Seven boys attempted the middle school examination, of whom all but one passed. This unprecedented success is due to the Revd. Mr Bateman who trained the class. My own oral examination proved that the boys had enjoyed exceptional advantages in the way of instruction. The upper school was doing well in all respects The first two classes of the middle school were well prepared in Persian, but here my commendation must cease English, history, geography, and arithmetic were all badly done, and the third and fourth classes were ill-prepared in all subjects. Nine boys of the fourth class attempted the lower school examination, but all failed. The lower school was in better order, but the boys were beginners and not up to the standard fixed for zil' schools. A special prize grant under Article XIII was awarded to the school, in consequence of the success of the boys who passed the middle school examination.

Bannu Mission school. 55. The Church Mission school at Edwardesabad is under the same manager as the school at Dera Ismail Khan In January the middle school contained 16, and the lower school 80. Two boys out of four passed the lower standard. The school had been disorganized by sickness, and although a few boys answered fairly both in English and Vernacular, it was plain that there had been no regular work for some time.

E.—Lower Class Schools.

[*Treated collectively*]

Lower class schools. 56. There are 12 Aided grant-in-aid schools of the lower class, viz, 3 branches of the American Mission at Rawal Pindi, 3 zil' school branches at Gujrat, and one belonging to the Church of Scotland Mission, 3 Church Mission branch schools at Peshawar, Regimental school of Corps of Guides at Murdan, and lower zil' school at Kohat. Some of these schools have already been noticed. In round numbers the schools are attended by 600 children, whose education costs Rs. 10 a head, and who contribute one rupee in fees. Compared with village schools, the education given is expensive and indifferent in quantity. The Rawal Pindi branches for instance should never cost more than Rs 50 a month, and even so would require to be improved. The Mission spends more than double that amount upon them. The Peshawar Mission was paying Rs. 30 a month to the teacher of an indigenous school who in return appeared to have done nothing for his pay beyond permitting his pupils to receive religious instruction. I have already said that the Peshawar branch schools have lately been re-modelled, but an arrangement of this kind is common enough, and I conclude answers the purpose of the Missionaries, although it cannot properly be recognized by this Department as a claim to a grant-in-aid I should add that the irregularity which I notice here is quite admitted by the Missionaries who have always been anxious to fulfil the conditions required by Government.

F.—Female Schools.

Bedi Khem Singh's female schools 57. Bedi Khem Singh has 62 girls' schools in Rawal Pindi District, and 46 in Jehlam, for which he receives Rs 3,682 as a grant-in-aid for the year I do not know the character of these schools, but they are probably religious schools of the old type In all but 8 Gurmukhi is taught The rest are for Mahomedans. Perhaps it is not generally known that the Hindus of this part of the Panjab in most cases are taught the scriptures of the Sikh religion, although they observe the ceremonial of their own. Hence Bedi Khem Singh is recognized as a spiritual chief by all the Hindu population commonly known as Khatri in these parts.

Peshawar Mission girls' schools 58. I have been expecting a particular account of the female schools at Peshawar managed by the Missionaries, but have not yet received it The Revd. Mr. Hughes says that he has engaged an educated Christian native woman, the daughter of a native clergyman and the wife of a catechist, to assist in the girls' schools, and that with additional funds small branches could be opened

* Rs 1,440 (120 × 12, see above).—W R M H, *D P I*

† This is no doubt the case if the headmaster devotes all his time to the upper school, but this is not necessary or desirable. W R M H, *D P I*

59 The Rawal Pindi girls' school is not doing so well as it was a year ago in consequence of the illness of the Pandit. These girls learn hymns and catechism in Gurmukhi, and also Mahajani (as in indigenous schools for boys) to enable them to help in the shop Fifteen or twenty girls could read and write from dictation, but little progress has been made of late

Rawal Pindi Mission girls school

Indigenous Schools

60 Indigenous schools have often been described in this report but I fear the statistics are not to be depended upon Even if they were correct I do not think that they would teach anything new We know that many thousands of Musalman children learn to read a few pages of the Qūran by rote, and that they receive in addition more or less religious instruction from their Mullas The Hindus learn something of the Brahminical or Sikh scriptures in the same way The children of the trading classes known in these parts as Khatris and Khojas learn Hindi accounts and commercial letter-writing upon a system called Landi and Tākri The alphabet used is a kind of Gurmukhi short-hand and is used both by Hindus and Musalmans exclusively in all business transactions The professional class of writers learn Persian and Urdu much as in Government schools, only for the most part the teaching is unintelligent and superficial Arabic and Sanskrit are read by students who are preparing for the priesthood The *Talib-ilm* is an itinerant scholar who goes from one *Khangah* to another living on alms and gradually acquiring a knowledge of Arabic which is studied from the point of view of religion Young Brahmans travel in the same way My office clerk attended the schools of different Pandits in this part of the Panjab for 15 years Then finding no market for his talents he learnt English for two years and has since been content to get his living as an English writer

Indigenous schools

61 I have now to add a brief notice of a few schools aided under Article XIV The Aided Vernacular school at Peshawar was established on a more expensive scale than is usual with a view to provide a really good education for those who might have a prejudice against learning English However it soon appeared that there were no boys ready for advanced studies, and the expenditure has been reduced to less than one-half of the original amount I shall make a special report upon this school after visiting it again

Aided school, Peshawar city

62 I inspected 5 branch schools in the city of Dera Ismail Khan managed by the Church Mission One of them was doing well, and another was capable of improvement All required organization, but as the grant will not be continued, the Mission will probably cease to maintain the less efficient

Branch schools Dera Ismail Khan city

63 One indigenous village school in Jehlam and two in Rawal Pindi District received grants, but they have done little or nothing for the money spent on them

Indigenous village schools

SECTION IV—INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION

GOVERNMENT NORMAL SCHOOLS

64 The only school in this Circle to be described under section IV is the normal school at Rawal Pindi The character of the school will in future be very different to what it has been hitherto, as at least one-half of the students will come from Frontier Districts, but up to the end of the period to which this report refers no material change had taken place The working of the school has not been quite satisfactory during the past year but as this subject is under consideration I refrain from discussing it here An improvement has been made in the stipends of students which seems likely to have an excellent result Of late years I have admitted a number of very young men These men do very well, so long as they remain in the normal school, and are more docile and contented than those who leave a family at home But unfortunately when sent out as teachers they often fail from misconduct or want of authority and I am now enlisting grown up men who come forward readily enough now that they are sure of getting at least Rs 6 or 7 a month

Rawal Pindi normal school

Formerly the Rawal Pindi normal school was attended by students from 4 Districts only, viz, Rawal Pindi, Jehlam, Gujrat and Shahpur

The number on the rolls averaged 40 Now students from all the Districts in the Circle will come to Rawal Pindi for training as the normal schools at Dera Ismail Khan and Peshawar have been closed during the year under review But the number of students will remain about the same, as the number of stipends has been diminished in proportion to their increased value

The first term of the current year has now commenced, and I am glad to observe that the strange-looking men, speaking broken Urdu, from Peshawar and Kohat, are taking parts and apparently much interested in their work. I consider this a very satisfactory circumstance, as there was some doubt whether these men could be induced to come across the Indus

Concluding observations.

District Officers

65 The Deputy Commissioners have always attended carefully to the educational business brought before them, but I am not aware that any one in my Circle has devoted special attention to the subject in the past year Major Smyly of Gujrat, and Major Urmston of Rawal Pindi, have been most successful, and without any extraordinary demonstrations have secured results which are sometimes wanting in Districts which have been encouraged by liberal prizes and public examinations. An educational darbar is a good thing, but its effect is nothing in comparison with constant personal attention to the schools in their own villages, and this, I think, has been given in Gujrat and Rawal Pindi

In Frontier Districts an Officer may well think that he can devote his energies to other and more profitable business, so that I cannot complain while they give me all the support and assistance that I require If anything more might be expected it is the co-operation of Assistants and Tahsildars with the Deputy Commissioner, in order to work the schools upon a definite system. As it is the only regular inspection and organization is exercised by this Department The reports of some Deputy Commissioners have been noticed above, but others have not yet come in.

Testimonials to native supporters

66 As most of my inspections are made but once a year at any given place, I have often felt the difficulty of making out a list of native gentlemen who have rendered services to education * A school muharrir or a teacher introduces some respectable man who he says has given him great assistance, or a Tahsildar is assiduous in his attention while I am in his pargannah, but it is not possible for me to judge of the real value of their professions Unfortunately it has happened more than once that men whom I have recommended for khillats upon hearsay evidence have been publicly censured as well as honored with the thanks of Government, and often I have had cause to regret the necessity which obliged me to testify to labours of which I really knew nothing When I first joined this Circle, I requested District Officers to furnish me with a list of deserving natives, but I was still less satisfied with their recommendations than with my own. That the friends of education should be thanked by Government is in every way proper and expedient, but I should prefer to make special reports from time to time rather than to hunt up benefactors at the end of the year for the purpose of filling up a blank form.

Prescribed form for annual report

67. In conclusion, I would beg to suggest that, although the division of this report† into sections and subjects makes it convenient for comparison, the details under each principal head should not be treated so rigidly. The consequence of making a number of prescribed statements about each school is that what is really important to bring to notice is mixed up with statistics which might be seen, when required, in an appendix ; and, besides, if I were to do full justice to your programme, my report would extend to a greater length than is necessary or desirable.

C. PEARSON,

Inspector of Schools, Rawal Pindi Circle.

* It is more convenient that the names of any natives who have specially distinguished themselves—if such there be—should be brought to notice at the close of the year Great care should be taken in recommending any one to notice, and the name of no person should be sent in regarding the reality of whose exertions the Inspector has failed to satisfy himself thoroughly There can be no doubt that much harm is done by indiscriminate recommendations, and the value of the praise accorded by Government must be much diminished if it is felt that it is often unworthily bestowed —W R. M H , *D. P I*

† The reports of Inspectors should serve as permanent records, showing clearly the state of the various institutions of the Province in each year To secure this object it is necessary that some regular system should be laid down, and that a certain degree of uniformity should be observed It is desirable that on the one hand nothing essential should be omitted, and that on the other, unnecessary diffuseness should be avoided. It will be easy after the experience of this year, in consultation with Mr Pearson and the other Inspectors, to modify the instructions that were issued for drawing up reports in such a manner as to secure these objects. —W R M H, *D P I.*

MULTAN CIRCLE.

INSPECTOR—D. W. THOMPSON, ESQ.

Districts comprised in the Multan Circle

1 During the year under review, changes were made in different Educational Circles by the re-distribution of Districts, by which the "Frontier"—now called the "Multan"—Circle lost the five Districts of Hazara Peshawar, Kohat, Bannu, and Dera Ismail Khan, and got instead of them the four Districts of Multan, Montgomery, Jhang, and Shahpur and the Native Territory of Bahawalpur So that the whole Circle has been altered, with the exception of the Districts of Muzaffargarh and Dera Ghazi Khan The 'Multan Circle" therefore contains the six Districts of Multan Montgomery, Muzaffargarh, Jhang, Dera Ghazi Khan, and Shahpur and also the Native Territory of Bahawalpur

Inspector's tour

2 Up to the end of the official year I had made a tour of all the above Districts except Dera Ghazi Khan and Bahawalpur These last two I could not visit—more than the zil' school of the first, and Mission school of the second—before the close of the year, owing to my winter inspection having commenced later than usual, in consequence of the removal of the head-quarters of the Circle from Abbottabad to Multan taking place just at the time I should have set out on my tour

SECTION I—CONTROLLING AGENCIES

The staff of inspecting officers in the whole Circle

3 The staff of inspecting officers in the whole Circle consists of one Deputy Inspector, and seven Chief Muharrirs, one for each District, Bahawalpur included

Changes or new appointments during the year

4 Muhammad Ali, Deputy Inspector, transferred from the Rawal Pindi to this Circle Notan Das, Chief Muharrir, Dera Ghazi Khan, transferred to officiate as 2nd English teacher in the Dera Ghazi Khan zil' school, and his place filled up by Darbari Lal, the Assistant Muharrir of the same District Charagh Shah appointed Chief Muharrir of the Vernacular schools in the Bahawalpur Territory

Work performed during the year

5 Muhammad Ali, the Deputy Inspector, since he joined this Circle in December last has inspected the Districts of Muzaffargarh, Dera Ghazi Khan and the greater portion of Multan Hukm Chand, the Chief Muharrir of the Jhang District, has made four inspections of the schools in his District, the others have made three inspections of some of their schools, two inspections of others, while so low as even one inspection of some schools has been made

Local Committees of Public Instruction

6 These have done, I might say, nothing during the year Hitherto they seem to have thought it necessary to assemble only when anything of importance has to be discussed, such as the dismissal of a teacher for bad conduct, or the introduction or otherwise of some new arrangement, &c, &c, and as such events are few and far between, so are the meetings of the Committee, but I am going to try and arrange that the Committee in each District may hold its meetings regularly (once in two months I think would be sufficient for ordinary meetings), and have the attendance registers, fee statements, &c, for the two preceding months, submitted to it for inspection, and the meeting to be held during the business hours of the school, where the Committee assembles, so as to enable the members to see what is going on in school generally, or to examine any of the classes if they are so disposed

Educational work of Tahsildars

7 The Tahsildars and their assistants, as a body seem to be showing more signs of life now in their care of the schools than they used to do Some of their names figure very conspicuously in the school inspection books But these exertions may, I think, generally be attributed more to the oft-repeated orders they have received on the subject from the District Officers, than to any increase of interest on their part towards education

Vide para (c) of "Concluding Remarks"

SECTION II—GOVERNMENT SCHOOLS

A.—ZILA SCHOOLS

General statistics

8 The following are general statistics at the end of the year —

No	Schools	Number of students in each school			
		Higher department	Middle department	Lower department	Total
1	Dera Ghazi Khan	None	59	235	294
2	Multan		52	143	195
3	Jhang		29	115	144
4	Bhera		59	94	153
	Total in each dept.		199	587	786*

No	Schools.	Number of students at the examination for					
		Calcutta entrance		*Middle school*		*Lower school*	
		Passed	Failed	Passed	Failed.	Passed.	Failed
1	Dera Ghazi Khan	2	5	0	11	9	5
2	Multan	0	0	0	12	10	0
3	Jhang	0	0	3	4	5	0
4	Bhera	0	0	0	3	11	5

Dera Ghazi Khan Zila School

9 (*a*) The following is a comparative statement of number of students in each department and each class at the end of the past two years —

	Upper department		Difference	Middle department		Difference
	No of students at the end of			No of students at the end of		
	1868 69	1869 70		1868 69	1869 70	
1st Class	0			7	9	+ 2
2nd do	4	Transferred	− 4	7	9	+ 2
3rd do	2	to Lahore †	− 2	12	14	+ 2
4th do	0			40	27	− 13
Total	6		− 6	66	59	− 7

School staff

(*b*) The staff of teachers here underwent one or two changes during the year, but was on the whole efficient and hard working throughout, though the school was unsuccessful at its entrance and middle school examinations. The only one of the teachers not quite up to his work was the 2nd Vernacular teacher Akbar Ali and he was sent off to the normal school Another change of staff was the return to his own work of the Chief Muharrir Notan Das, who officiated for about 10 months as 2nd English teacher, and did very well He was succeeded by Tola Ram a former student of this school and who passed the Calcutta entrance examination in 1868 Ahmad

* In all departments

† Five joined the Lahore school.

Yar, the 1st Oriental teacher, has had an increase of pay; Babu Mulraj, the head master, has deservedly been promised an increase, and Vasu Ram, the 2nd English teacher, deserves an increase.

(*c*). This is in very good condition, but it is now a year since correspondence has commenced regarding the enlargement of it, and nothing has been settled yet.

School-house.

(*d*). The amount thus collected from the middle school for the whole year, and from the upper department for the time it was in existence, has been Rs. 323-15-3, or an average of a little more than Rs. 5 per annum for each boy.

Collection of fees.

(*e*). This has been Rs. 4,145-11-1 (Rs 48 of which are from the educational cess fund and the rest from Government), or very nearly Rs. 70 per annum for each boy of the middle and upper department It must be observed that this total expenditure will not be increased according as the school increases Calculating the expenditure on the three departments together, the average becomes a little more than Rs. 18 per head per annum.

Expenditure

(*f*). The school did fairly at the lower school examination, only middling at the Calcutta entrance, and very badly at the middle school examination. The credit of the two students who passed the entrance examination is due more to the Multan zil' school, where they had been studying for some time, than to this, to which they had been re-transferred nine months before the examination took place. At the middle school examination the greatest number of failures were in Persian and Arithmetic At my examination of the school in the end of the year, the students of the upper department were backward in Geography and Euclid, except one boy who was very good in this latter subject. In their other subjects they did satisfactorily. In the middle department the 2nd and 4th did, in general, well, and the third class badly, being very middling in English and bad in Persian, Arithmetic, and Geography From the lower department, composed of the lower school and two branch schools, 9 boys out of 15 passed into the middle school.

Success at the entrance, middle school, and lower school examinations.

Multan Zil' School.

10. (*a*). Comparative statement of classes and number of students for the past two years:—

	Upper department.		Difference.	Middle department.		Difference.
	No. of students in			No. of students in		
	1868-69.	1869-70.		1868-69.	1869-70.	
1st Class	2	Broken up.		11	12	+1
2nd do.	6			9	10	+1
3rd do.	10			17	8	−9
4th do.	0			31	22	−9
Total ...	18	...	−18	68	52	−16

(*b*). The staff of teachers here has been almost entirely changed during the year, and some of the teachers have been so recently appointed that they have not had time to show any results. One of them, Wilayat Hussain, the teacher of general subjects, has worked well elsewhere, and good results may be expected from him here Another of the newly appointed men, Mulraj, second English teacher, was never engaged in teaching before.

School staff.

(*c*). The amount collected in fees has been Rs 251-15, which is considerably lower than that of the Dera Ghazi Khan school The usual rate of fees is not levied here yet, but as soon as the Local Educational Committee begins to hold its regular meetings, I hope, by repeatedly bringing the matter of fees before the members, that some uniform rate may be established I say repeatedly bringing the matter before them, because on referring to it in conversation with one of the

Fee collections

* One joined the Lahore school.

principal Chaudhris of this city, a man who, I suppose from his position, is very well off in the world, he said that he would take his son away from the school if he had to pay more for his schooling than 6 annas, what he was then paying From this we may expect some opposition in the matter

(*d*). The expenditure on the upper and middle departments has been Rs 4,983-4-3 (Rs 187-3-6 from the educational cess fund, and almost the whole of the remainder from the imperial revenue), or more than Rs 83 for each student per annum. Calculating the three departments together, the expenditure on each boy is reduced to about Rs. 35.

Expenditure.

School-house. (*e*). Condition of school-house—good.

(*f*). No students went up for the last entrance examination; 10 went up for the middle examination, and all failed, 10 went up for the lower school, and all passed. At my last inspection of the school, I observed that all the classes were one year behind in Arithmetic, and it was in this subject that every one of the students failed; that the 1st and 2nd classes were getting on satisfactorily in English and Persian, except in the Grammar of the latter subject, and it was perhaps their utter ignorance in this that caused 10 of the 12 to fail in Persian also; that the 3rd class was not good; and lastly, that of the three schools in the lower department, one attached to the main school, and the other two in separate parts of the city, the former was not doing very well, the two latter very well.

Success at the entrance, middle, and lower school examinations

Jhang Zil' School.

11 (*a*) Comparative statement of school for the past two years:—

	Upper department.		Difference	Middle department.		Difference.
	No. of students in			No. of students in		
	1868-69.	1869-70.		1868-69.	1869-70.	
1st Class	0	Broken up.*	−15	8	8	
2nd do.	15			6	7	+15
3rd do.	0			9	6	−3
4th do.				7	8	+1
Total	15		−15	30	29	−1

(*b*) There has been a change here during the year. Shiba Singh appointed teacher of general subjects, and two posts reduced, an English and a Vernacular one.

School staff

(*c*). Rs 65-6-9 have been collected this year, which is at the rate of 3 annas per head per month.

Collection of fees.

(*d*). The number of students on the rolls at the close of the year is far less than either the monthly average or the daily average, the former being only 29, whereas the two latter are 42 and 34 respectively Calculating according to this last (increased a little for the higher school which existed during a part of the year), the expenditure of Rs. 3,331 on the upper and middle schools is at the rate of Rs. 83 for each boy per annum, and when the lower department is added to this, the average expenditure is reduced to Rs. 26

Expenditure

School house (*e*). State of the school-house—good.

(*f*). No boys went up for the Calcutta entrance examination, 7 went up for the middle school, and 3 passed, and 5 passed from the lower to the middle school. At my last *vivâ voce* examination of the school, I found the school as follows:—

Entrance, middle school, and lower school examinations

Upper department.—2nd class, 11 boys,—60 pages of the English course read during the year, and fairly understood, in Algebra (to simple division), 2 students failed; in a simple proportion sum (involving vulgar and decimal fractions) in Arithmetic, 2 failed; 1st book of

* Seven at the Lahore school.

Euclid learnt, but very imperfectly understood In translation from Urdu into English only 3 were bad, the others middling Of the 4 students of the 1st class middle school who failed at the last examination, all broke down in Arithmetic, and 2 in Persian Third class was bad in Arithmetic, and the 4th class not near so well up in Persian as the class (1st lower) below it With the exception of the above remarks, the examination was on the whole satisfactory.

(*g*) *Lower department* Application was made some little time ago to the Deputy Commissioner for increased local funds to put the branch schools on a more efficient footing, but he was quite unable to promise more than the Rs 12 per mensem that had been given, so that this precluded the Government grant from being raised

Bhera Zil' School

12 (*a*) Comparative statement of the two past years —

	Upper department — No of students in		Difference	Middle department — No. of students in		Difference
	1868-69	1869-70		1868-69	1869 70	
1st Class			..	11	8	– 3
2nd do	3	Broken up	– 3	8	6	– 2
3rd do				13	6	– 7
4th do				9	39	+ 30
Total	3		– 3	41	59	+ 18

School staff

(*b*) The staff has hitherto not been working well in consequence of disagreements among the members of it, it is to be hoped that the changes that have lately taken place will be for the advantage of the school

Collection of fees

(*c*) The collection here is the smallest of all the zil' schools in the Circle, as being only Rs 52-14 for 59 boys

Expenditure

(*d*) This has been Rs 2,139-12 6 for the whole year, or an average of Rs 36 per boy, adding the lower department, the average is reduced to Rs 15 per head

School house

(*e*) State of the school-house—good

Middle school and lower school examinations

(*f*). Three boys went up for the last middle school examination, and all failed, 11 passed the examination for admission from the lower to the middle school The school did not appear in a satisfactory state when I last visited it The introduction of the classification according to middle and lower departments took place here in the middle of the year, and it would seem that the Head Master made up the 4 "middle department classes" more with the object of having them all complete, rather than according to the attainments of the students, or their fitness for the classes they were put into The lower department was not on a very good footing at the end of the year, but the Deputy Commissioner of Shahpur has promised Rs 21 from local funds, which, with its equivalent from Government in form of a grant,* will enable a suitable staff of teachers to be obtained for it

B.—Town Schools

General statistics

13 (*a*). The following are statistical statements of Government and Aided schools of the middle class —

	Districts.	Schools	Classification I	II	III	IV	V	VI	VII	VIII	Total
Government schools.	Multan	Bahadarpur		2	2	7	13	18	14	13	69
	Montgomery	Kôt Kamalia		*	3	2	2	6	20	16	49
		Sayad Wala			2	5	8	11	10	18	54
	Muzaffargarh	Muzaffargarh			8	8	13	20	15	48	112
		Kôt Udu			4	7	12	19	16	82	140
	Jhang	Meghiana		..	4	3	13	28	17	70	135
		Chanôt		3	5	9	12	20	21	46	116
	Total	7		5	28	41	73	122	113	293	675

* Sanctioned in April 1870

	Districts	Schools	Register number at end of March	Average daily attendance
Aided schools, middle class	Dera Ghazi Khan	Jampur	140	132
		Chôti	57	52
		Hyro Garhi	54	46
	Multan	Church Mission	75	53
		Shujabad Do	67	61
	Total	5	393	344

Town school, Bahadarpur

(*b*) The Bahadarpur school is in want of an efficient second teacher, the higher classes were getting on pretty well when I last saw them, but the lower classes seemed to be neglected by the monitor who had charge of them

Town schools, Kôt Kamalia and Syad Wala

(*c*) The Kôt Kamalia school and Syad Wala school have also got beyond the exertions of a single teacher for each The classes in the former had been pushed on too rapidly for them to be well prepared in their different subjects

Town schools, Muzaffargarh and Kôt Udu

(*d*) The Muzaffargarh and Kôt Udu schools are not in as good condition as they used to be The higher classes that were under the immediate charge of the Head Masters did fairly at my last examination of the schools, but the assistant teacher at Kôt Udu was found to have neglected his work, and has since been transferred on reduced pay, and the assistant at Muzaffargarh is too young and not efficient enough to give the assistance required, he is also to be replaced by a better man

Town schools, Meghiana and Chaniôt

(*e*). The Meghiana and Chaniôt schools were found by me in a better condition than any of the others above mentioned

English school attached to town school at Syad Wala

(*f*) Of the above schools, two, Meghiana and Syad Wala, had English schools attached to them at the end of the year, supported by local contributions and Government grants The English school at Syad Wala was shut up at the end of the year There were 30 students learning English in 2nd 3rd, and 4th classes of the "middle school" scheme The 2nd and 3rd classes were well taught and had made fair progress, which I am afraid will all be lost on them as I have not heard* since the closing of the school that any of the students had gone to Lahore or elsewhere to pursue their studies

English school attached to the town school at Meghiana

(*g*) The Meghiana English school had at the end of the year 42 students, divided off into the 2nd, 3rd, and 4th classes, middle school scheme If the school gets on as satisfactorily this year as it has hitherto been doing, its 4 classes in the middle department will be complete, and this will necessitate (which it would be the better for even now) some change in the institution, either the appointment of a better qualified teacher for the upper classes, or the transfer of 1st and 2nd classes to the Jhang zil' school, to which place some of the boys residing in Meghiana already go every day

(*h*) There are no female town schools in the Circle

* Heard since that none went

VILLAGE SCHOOLS (MALE)

14 The following are statistical statements —

	Districts	No of schools	No. of boys.	Expenditure		
				Rs.	A	P
Government schools.	Multan	39	1,333	4,673	10	11
	Montgomery	12	374	2,413	9	4
	Muzaffargarh	19	602	2 748	5	8
	Jhang	23	805	3,029	8	5
	Shahpur	38	1 532	7,371	2	6
	Total	131	4 646	20,236	4	10
Aided	Dera Ghazi Khan	33	1,108	5,736	0	9
	Total of Government and Aided	164	5,754	25,972	5	7

Village Schools Multan District

I have only lately sent in my annual district report of the Vernacular schools here, in which I observed that this District had not been visited by the Inspector for two years, owing to the enormous extent of the Lahore Circle, to which it till lately belonged, and that the Chief Muharrir had not taken as good care of the schools as he ought to have done The most promising schools of this grade in the District are those of Jalalpur Talamba Karor Duniapur, and Sarai Siddu, most of which ere long ought to be raised to the town grade

Remarks by the Deputy Commissioner of Multan

I have the honor to forward the accompanying memo on education prepared by Mr Macauliffe under whose immediate superintendence this department has been Arriving only in December last, and being unable to move into camp till February but few schools came under my inspection They were for the most part attended by children of tender age, and no progress was observable The School Muharrir has not given satisfaction Mr Burney considered him lazy and inefficient, and in this opinion I concur the Inspector of Schools also complains of him The decrease in attendance of zil' school besides the causes mentioned by Mr Macauliffe, was further occasioned by the abolition of the upper class, and transfer of Mr Staines to Dehli.

Memo by Mr Macauliffe

The educational report for this year scarcely shows any progress in education In 1868-69 there were 1 507 pupils attending 43 schools and in 1869 70 1,412 pupils attending 39 schools Four schools have been done away with for want of attendance and this has been caused by the want of interest in education felt by the natives of this part of the country In two instances the Tahsildars have been to blame In Shujabad 31 pupils ceased to attend schools owing to the inattention of the Tahsildar Khushal Rai This man somewhere once received a khil at for his efforts in the cause of education but in this District he has steadily set at nought the orders and censures of the Deputy Commissioner to pay further attention to the schools of his Tahsil In the Tahsil of Multan there has been a falling off of 17 pupils These principally attended the Panjkoa school now abolished for want of attendance, and inattention on the part of Firōz ud din,* formerly Tahsildar here In Sarai Siddu there has also been a falling off but this is not attributed to the indifference of the Tahsildar In Lodhran there has been an increase of 6 pupils The Tahsildar there takes more interest in education than any other at present in this District. In the zil schools there has been a falling off † since last year There were 125 pupils in 1868 69 and only 58 in the year under report For this there seem two causes first the want of interest taken by the natives of this part of the country in our system or indeed in any system of education and secondly, an apparent transfer of the pupils of the zil to the branch schools Of these three exist in Multan and the comparative attendance is as follows —

Branch school at Kali ki Mandi

In	1868 69	41 pupils
	1869 70	42

Branch school at Hussain Agahi

In	1868 69	26 pupils
,	1869 70	57 ,,

Branch school in the zil school buildings

In	1868 69	17 pupils
	1869 70	64 ,

* This man was particularly attentive to his schools when in the Kōt Udu Tahsil, Muzaffargarh District — D W T *Offg Inspr*

† Middle department 52 } Total 116 without an upper department for the end of this year,
Branch school in main school house 64 } against 117 with an upper department at the end of last year

Mr Staines will probably be able to furnish further details In the Multan Jail there were 225 receiving education in 1868 69 this year there are 415 The cause of this is alleged to be the number of prisoners transferred to other Jails on account of sickness. The progress of a District's education must depend on a variety of circumstances In this District there have been within the last 2 or 3 years numerous changes of Deputy Commissioners, who each had his own views regarding the importance of education, and the zeal that a Tahsildar ought to show in the subject Previously the Tahsildars in several instances used what in its mildest form, might be called moral pressure, but this has been discouraged as being to a certain extent an infringement of individual liberty

Village Schools, Shahpur District

16 This is the only District in the Circle in which there are no town schools The schools of Midh Ranja, Sahiwal, Khushab, Miani, and Shahpur are the best, and most of them ought before long to rise to the town grade if proper attention is paid to them by the teachers There was an elementary English school attached to the Vernacular school at Khushab, but this was shut up during the year English is also taught in the Vernacular school in the station of Shahpur The English books read at the time of my inspection were Lamb's Tales from Shakespear 2nd English Book, and Primer, but the two former have since been replaced by the English Readers used in middle schools. The boys appeared to be getting on very satisfactorily in this language

Deputy Commissioner's report—

Remarks by Deputy Commissioner Shahpur

I have the honor to report on the schools of this District for the past year The number of schools was 37 at the close of the previous year They have all been kept up Of these 12 were primary schools supported from local funds with the assistance of grants in aid As the latter is to be almost completely withdrawn, it will be necessary to close some half a dozen of them As most are the best schools in the District it will be arranged that they be kept up from the educational cess, and other inferior ones closed The number of scholars has slightly increased from 1,497 to 1,532.

It was found that the people of Khushab did not really care about the English school there, the attendance at it was very small and very irregular and as the pay was only Rs 25 per mensem, the services of a really efficient man could not be secured The school was therefore broken up I took the opportunity of examining as many of the schools as I could during my cold weather tour I cannot say that I observed any improvement, but then again there was no falling off Rs 91 was distributed in cash and sweet meats A number of books was also given as prizes For the next year it is proposed by the Inspector and me to close a few of the very worst schools and concentrate our efforts on the good ones The results altogether we think will be good. A school house has been built for the Aided English school at the Civil Station It has hitherto occupied a room in the Tahsil which was required for the Naib Tahsildars court

There were 46 teachers, of these, 5 Persian and 4 Hindi have not passed through the normal school Two were at the normal school, others are now going There is one girls' school in the village of Shahpur, at which there is really a small attendance It is difficult to induce parents to send their boys to school, and girls it is hopeless Most of the teachers now get Rs 10 per mensem None of these are good enough to promote to a higher salary I think they take more pains than formerly when Rs 4, 5, and 6 were received by them; now the plan is worth keeping The submission of this report has been very much delayed, but the delay was unavoidable, as I have been absent at Pind Dadan Khan on other duty I had not the necessary information there for writing a report and my time was fully occupied with other work Mirza Nawab, the Chief Muharrir is a very respectable man, of good family He understands his duties, and has carried them on during the past year to my satisfaction

Memorandum on the above by the Commissioner—

Remarks by the Commissioner Rawal Pindi Division

Much comment is not practicable Education seems to have been fairly looked after Female schools can only be got up by a Deputy Commissioner who personally interests himself in them But perhaps there are particular difficulties in the Shahpur District in regard to inducing people to send their daughters for instruction

Village Schools, Jhang District

17 One of the village schools here, that at Ahmadpur, is recommended to be raised to the town grade, another, the one at Shôrkôt, has fulfilled all the required conditions, but as the examination given by it was not very good, I deferred raising it till the next visit. The lowest classes here are in a far better condition than those in my other Districts

Deputy Commissioner's report—

Remarks by Deputy Commissioner Jhang

There are 25 schools in the District and 3 in addition supported by grant in aid There were last year 470 boys in the 7th and higher classes in 28 schools, and this year the number has risen to 534, notwithstanding the abolition of 3 schools, the increase speaks well. The orders issued on the 20th October last by the Director in respect of the course of instruction has been carried out. Most of the 7th classes are almost fit to be advanced to the 8th class The wishes of the Inspector, that an additional teacher should be appointed to the Meghiana and Chaniôt schools on Rs 10 each, that the Ahmadpur school be raised to the grade of a town school and the teacher's pay increased from Rs 9 to 15, and his naib's to Rs 10 from Rs 5, and that the pay of all the village teachers be not under Rs. 10, can only be accomplished by the abolition of 12 schools The reduction of only 8, as proposed by Mr Thompson will not be sufficient to meet the increased expenditure As it is, the Meghiana school will be supported by private contributions but it is impossible to think of getting aid from villages for the other schools Somewhat of persuasion is required to induce them to keep their sons at school at all but the very mention of anything like taxation will in my opinion have the effect of very sensibly reducing the number of pupils at once The following are the schools it is intended to abolish Mukhiana Samundar, Pirkôt, Sidhana, Nadhagarh, Kaim Hassu Bukal Pir Abdul Rahman, Thatha Muhammad Shah, Kahiwal Sultanpur Chund and Kalri I regret much the want of success which has attended my application for a grant in aid I should have been able

to have maintained all those schools for at least 2 years had the application been successful and by that time I hoped the settlement operations would have commenced, and means been available for the support of the schools It is disheartening to see the abolition almost of half the District schools, after all the trouble taken with them, for want of some Rs 3 or 400 I see, however, no other way of carrying out the orders of the Educational Department Seven of the schools have already been abolished, but the remaining 5 I will endeavour to support on the hope that the authorities will still make an endeavour to help towards their support The grants in aid to the Shorkot and Meghiana schools are far short of the sums realized by private contributions, and do not bear half the cost of tuition. I cannot but think, on the whole, that the District has not been as liberally treated as others more conveniently situated for inspection The schools have all been visited 4 or 5 times by the Chief Muharrir who continues to give satisfaction I have myself visited 5 or 6 of them, more it was impossible to do as, for want of an European assistant for the best part of the tour season, I had but little time to visit the interior

Village Schools Montgomery District

18 The schools here are in general not good and most of them small there being only two those of Shergarh and Faridabad, with an attendance of 30 students in each The first mentioned, when I saw it last, was bad and the other getting on fairly

Village Schools, Muzaffargarh District

19 The best village schools here are those of Dairadīnpanah Assanpur and Munda, but they all have small attendance There are two schools only with as many as 30 boys in each of them that at Alipur and one at Fatta Gurmani but they are both in a very indifferent state The greatest failure in this District was found in the two lowest classes 7th and 8th, from which there were very few promotions made during the year*

IX —Village Schools (Female)

Female schools of lower class

20 The following is the statistical statement —

	District	No of schools	No of girls	Expenditure		
Government schools	Montgomery	14	254	774	0	0
	Jhang	6	133	390	0	0
	Shahpur	1	38	84	0	0
	Total	21	425	1 248	9	9
Aided	Montgomery	4	58	230	0	0
	Multan (Church Mission)	6	70	726	4	0
	Total	10	128	956	4	0
	Total of both Govt and Aided	31	553	2,204	13	9

Schools inspected by the Inspector

21 I saw a few but I think they were the best of the girls schools Two in the town of Sayad Wala in the Montgomery District had about 35 girls in each many of them grown up A good number could read Gurmukhi clearly and fluently and wrote very well The others that I saw were bad, that is, there were about 9 or 10 little children in each school just commencing to read

X —Jail Schools

Jail schools

22 There are 4 Jail schools at Multan Shahpur Jhang, and Montgomery

Multan jail school

23 When I visited this there were 415 men on the school register In Persian one man had read the Khalikbari another the greater portion of the Mufid ul Talbin, 8 were commencing the Khalikbari and one more reading the Saiwat ul Masadu

Deputy Commissioner s reports of these two Districts not received

These 11 men, with 22 more who had not begun Persian, formed the 6th class. Six men in this class tried a simple addition sum, and two worked it correctly, 11 men could write very short and simple sentences. In Urdu, two had finished the Panjab Singh, which they did not read well before me, and the rest were reading different parts of this book and the Pandsudmand. The 7th class was said to contain 109 men, who were reading the different parts of the Tahsil-ul-Talim, the farthest advanced of them having got to the 23rd page of that book. The 8th class was learning the alphabet. Among the women there were 13 studying. One woman, the farthest advanced of them, had gone as far as the 53rd lesson of the Tahsil-ul-Talim; all the others were learning the same book, but none had gone further than the joining of two letters together.

Shahpur Jail School.

Shahpur jail school.

24. In the Shahpur jail school 4 men were reading Urdu 2nd book, three of whom had just commenced it; two men can do simple addition; nineteen men were reading Urdu 1st book, 43 were at the alphabet.

Montgomery Jail School.

Montgomery jail school

25 In the Montgomery jail school 9 men could read the Panjab Singh and Pandsudmand; the others were at the alphabet; and 2 men were good in multiplication and division in Arithmetic.

Jhang Jail School.

Jhang jail school

26 When I saw this school last there were 20 men that could read, of these 3 were learning Persian; all the 20 learning Urdu, 10 could read this latter fairly; only 2 could work Arithmetic sums in simple multiplication, 8 in simple addition, and the rest were learning to write and distinguish the figures. Besides the above there were 100 men learning the letters of the alphabet.

SECTION III.—AIDED INSTITUTIONS.

A.—AIDED COLLEGES,—none in the Circle.

B.—SCHOOLS FOR EUROPEANS OR EURASIANS,—none.

C.—SCHOOLS FOR NATIVES, HIGHER CLASS,—none.

D.—MIDDLE CLASS SCHOOLS.—The names and statistics of these are given in para 13 of town schools, section II, along with the Government town schools.

Multan Mission School.

Multan Mission school.

27 The management of this school is at present, during the absence of the Reverend Mr Yeates, in the hands of the Head Master, Mr. Briggs, who joined the school lately, a report on the school has just been sent up to you, which need not be repeated here. The highest class corresponds to the 2nd class of a Government middle school. The classification of middle and lower departments has not as yet been introduced. There is a greater difference in Persian and Arithmetic between the 2nd and 3rd classes than there is between the 1st and 2nd classes. In the 2nd class 2 books of Gulistan have been read, and in the 3rd class 12 pages of Mantakhbat Farsi; in Arithmetic the former was in vulgar fractions, while the latter class was in simple addition. The books required by Government for inspection are regularly kept.

Shujabad Aided School.

Shujabad school.

28. The Shujabad Aided school, belonging also to the Church Mission Society and superintended by the Multan Missionaries, gets a grant of Rs. 35 per mensem from Government, and had 70 names on the register at the time of my inspection, forty of whom were learning English, and divided into 4 classes. The first class with four students had just finished part II of Lamb's Tales from Shakespear, and two students were well prepared in this subject. The 2nd class with 5 students in it had just left off reading part II of the 2nd English Book, and none of them were good. The 3rd class, 4 students, had gone through a few pages of 2nd English Book, part I, and the 4th class students were reading different parts of the English Primer. These two last classes were going on well in English. All the classes were backward in Persian and Arithmetic. The classes below the 2nd class had not even so much as commenced to learn the figures in Arithmetic. The teaching staff is composed of—

One English teacher on	Rs.	50 per mensem.
One Vernacular teacher	„	15 „
Two English monitors	„	3 „
Two Vernacular „	„	2 „

This staff might with great advantage be increased; the educational operations altogether might be extended by the opening of a branch school in the town, as it is quite large enough for it.

Bahawalpur Mission School

Bahawalpur Mission school.

29. This school was opened by the Missionaries at Multan about 3 years ago. When I inspected it at the end of the year there were 130 names on the rolls. Of these 33 were Muhammadans and 97 Hindus The fees collected in February (the average monthly sum) amounted to over Rs 12 The whole expenditure for the same month was Rs 232-8-0. The teaching staff composed of—

1 English teacher on	...	...	...	...	Rs.	125	per mensem.
1 Vernacular „	...	...	...	...	„	25	„
2 „ „	...	...	...	...	„	20	„
Three other Vernacular teachers, each			...	...	„	10	„
Pandit	...	...	...	...	„	10	„

The classification consisted of (according to the old scheme) 4th, 7th, 8th, and 9th classes in English, containing 48 boys. The 1st class was reading Gleig's History of England, and the 2nd class the 4th English Reader, both of which books are quite unsuited for them. The 3rd class was reading 2nd English Book, and the 4th class different parts of the English Primer In the 2nd class, with two boys, one was fairly prepared in reading, translating, and parsing, the other was not good. In the 2nd class, examined in one of the books formerly read, 4 boys out of 12 read and explained very well. The 3rd and 4th classes were middling.

There is a different classification for Persian and Urdu and general subjects. The 1st class was reading Anwar-i-Sohaili and Diwan S'adi, and had gone as far as the 20th proposition of the 1st Book of Euclid, and to fractions and interest in Arithmetic. The next class had read first book of Bostan in Persian, Inshā-i-Urdu, vulgar fractions in Arithmetic, History of India and Geography; this latter subject seems to be neglected. There is only one English teacher; there ought to be another.

LOWER CLASS SCHOOLS.

*Dera Ghazi Khan Vernacular Schools.**

Vernacular schools, Dera Ghazi Khan District

30 As I said before, I did not inspect this District during the year The following is taken from the report sent in by the Deputy Inspector He found 1,357 names on the register, and an average attendance of 1,121; 222 boys wrote dictation in Urdu fairly; 285 were fair in the Persian books of their class. The schools he classified as 4 'good,' 4 'fair,' 20 'moderate,' 2 'bad,' and 6 'indifferent,' very few of the students were well up in Arithmetic, and still fewer in History and Geography; the lower classes appeared to be generally neglected by the assistant teachers and monitors.

Aided Female Schools.

Aided female schools.

31. I am not allowed to visit the female schools in the city here belonging to the Mission, but Mr Briggs, the Head Master of the boys' schools, whose wife superintends the girls' school, has sent in the following account:—

There are eight† schools altogether in different parts of the city conducted by natives of Multan. There are 4 male and 4 female teachers The books taught are -the Tashil-ul T'alim, Gospels, Catechism, and Scripture History in Urdu, and Mufta-ul-Mubtadi in Persian. About 30 of the girls are able to read the stories in the Tashil ul-T'alim, and some few can read the Gospels with tolerable fluency, writing has not been commenced yet, nor Arithmetic and Geography. The teachers are nearly all of them ignorant of all subjects taught in schools, save a little reading

Indigenous Schools.

32 A list of these is forwarded. There are two schools of this class in the Jhang District that are superior to the others, a Hindi one at Meghiana, and a Persian one at Ahmadpur; they received a reward grant last year from the Inspector

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* Deputy Commissioner's report not received

† Two opened since the commencement of the present year.

SECTION IV.—GOVERNMENT NORMAL SCHOOLS

Branch normal school at Multan, closed

33. There was a normal class attached to the Multan zil' school for the education of teachers for the Vernacular schools of Multan and Muzaffargarh, but it was closed at the end of the year, and the men studying in it were sent to Lahore In the elementary examination held here in October last, out of 6 candidates, only one was considered to have nearly passed. There are no aided normal schools in the Circle.

CONCLUDING REMARKS.

Budget allowance

34 As years pass, some schools progress in size and conditions, and consequently require larger expenditure on them The budget allowance for the Vernacular schools does not increase (in some cases it is known to be less now than it was formerly), so, in order to keep the expenditure within the prescribed limit, either the schools that have a tendency to advance must be stinted in their requirements, or others must be shut up There are doubtless a number of small schools that it would be more waste of expenditure to keep open, however boundless the income may be; but there are also a number of them, which, although they have not classes in them reading up as far as Euclid, Algebra, or the higher rules of Arithmetic, or History of England, would nevertheless do a great deal of good, if they were kept open, in giving an education in mere reading, writing, and simple rules of Arithmetic, and some of these have to come under reduction from want of funds.

The new English Readers

35. These books are in my opinion far too advanced (perhaps with the exception of the 4th English Reader) for the classes in which they are taught. The English Primer cannot, I think, possibly make boys fit for the 1st Reader, which is prescribed to follow it; not from any deficiency that may be considered to be in the English Primer* itself, but I do not see how students can be expected to learn enough of English in one year, and that in their first year too of the language, to enable them at the end of it to study the 1st Reader.

Chief Muharrirs.

36 It will be seen that many of the Chief Muharrirs have not come up to the mark in their work, this will be looked after, and I hope there will be a report of a great change in their exertions against the end of the present year.

District Officers and Native Gentlemen

37. In conclusion, I have to observe that I have received assistance from District Officers and their juniors in the matter of education, so far as they could render it in the midst of their other duties. The Officers who found time to visit the greatest number of schools are Captain Johnstone, Officiating Deputy Commissioner, Shahpur, Mr Wakefield, Officiating Deputy Commissioner, Jhang, Mr. Macauliffe, Assistant Commissioner, Multan I wish also to record the name of Mr. Allsop, Officiating District Superintendent of Police at Jhang, who has been liberal with his money in the school, as well as his time. Of natives I have entered the names of 6 that I consider worthy of mention, the services of the two first might receive some token of recognition in the form of a reward from the Government, viz.:—

Rahīm Shah, Tahsīldar of Lodhran } Multan District.
Altaf Hussain „ Sarai Siddu }
Imam Bakhsh, Chief of Rojhan.
Jamal Khan „ of Chôti.
Mīran Khan, Tumandar
Ghulam Hydar Khan, Chief of Lalghar.

Office subordinates.

38 I have been perfectly well satisfied with the work of the officials in my office during the past year

D W THOMPSON,

Offg Inspector of Schools, Multan Circle.

* The English Primer, which is supposed to be learnt in 6 months, is to be replaced by a new Primer whose study will take up one year A student who, after passing through the lower school, learns English for one year, should be fully capable of commencing the 1st Reader The Reader certainly contained some difficult pieces, but these have been eliminated.—W R M. H, *D P. I.*

Report on the Bengal Military Normal School for Army School Mistresses.

From CAPTAIN W. R M HOLROYD, *Director of Public Instruction, Punjab, to the Military Secretary to Government, Punjab, No. 34, dated 16th August* 1870.

I have the honor to submit the Annual Report by Captain Dunn, Superintendent of Army Schools, on the Bengal Military Normal School at Kassauli, for the year 1869-70.

There were at the commencement of the year eight students under instruction; of these one returned to England and four completed the course, three obtaining appointments as Army School Mistresses. Only two students entered the institution during the year, so that there were but five at its close; three more, however, have since joined.

The number of candidates who offer themselves for admission is limited by causes that have been noticed in former reports, more especially by the low rate of pay received by Army School Mistresses, the increase sanctioned by the Secretary of State in 1863 not having been allowed to take effect.

Some difficulty has been found in providing employment for persons who have gone through the prescribed course in that branch of the service to which their husbands belong.

It is stated by Captain Dunn that the question of abolishing this school, which was referred to in the last Annual Report, is still under consideration.

Mrs Vice, the Head Mistress, has performed her duties in a satisfactory manner, and has been well seconded by the Assistant Mistress; and the conduct of all the students has been good.

From CAPTAIN F. W. DUNN, *Superintendent of Army Schools, to the Director of Public Instruction, Punjab, No.* 30—*N. S., dated 25th June* 1870.

On my return to office (on 20th instant) from a tour of inspection of Army Schools, I have the honor to submit, for the information of the Punjab Government, the usual Annual Report on the Bengal Military Normal School.

At the close of the official year 1868-69, there were 8 students under instruction. Of these one left, by permission, to accompany her husband to England. Four completed the course, and were recommended as School Mistresses; three being appointed as noted in the margin, and the fourth, Mrs. Walker, as yet awaiting a vacancy in a Regiment in which her husband can retain his rank of Sergeant.

Mrs. Pearson to 103rd Regiment.
" Milner to 20th Hussars
" Sporner to F. Brigade, R. H. A.

Only 2 students joined during the year, so that at the close there were but 5 in the institution; 3 have, however, since joined, and at present, as at the close of 1868-69, there are 8 under instruction.

The causes adverted to in my last year's report, and yet more particularly the prolonged delay in giving effect to the increase of salaries of School Mistresses sanctioned by the Secretary of State so long back as 1863, continue to limit the number of candidates who offer themselves. There has been some difficulty in providing appointments for those who have qualified in the particular branch of the service to which their husbands belong, and two, one who passed out in March 1869, and one in December (referred to in 2nd para.), have as yet been unable to obtain employment.

Nothing further has transpired in regard to the proposal, mentioned in my last report, to do away with the Kassauli establishment of the Normal School, but I am aware that the question is under the immediate consideration of the Financial Authorities.

Mrs. Vice, the Head Mistress, reports (letter enclosed) that the conduct of the students has never been better than during the past year, and that they are diligent in their studies. The four who passed the final examination, alluded to in the 2nd paragraph, had all made great progress during their course of instruction.

Miss Parson has given satisfaction in the discharge of her duties as Assistant Mistress, and I have only to speak in the usual favorable terms of Mrs. Vice's management.

From MRS. C. W. VICE, *Head Mistress, Bengal Military Normal School, to the Superintendent of Army Schools, No.* 14, *dated 25th June* 1870.

In reply to your letter of the 23rd June 1870, No. 29, requesting a report on the manner in which Miss Parson has performed her duties in the Normal School as Assistant Mistress, and the conduct and diligence of the students from 1st April 1870, I beg to state that the Assistant Mistress has performed her duties satisfactorily. The students I have, numbering 8, are diligent, and their conduct and behaviour has never been better than during the past year.

Report on Roman Catholic Orphanage, Simla.

From CAPTAIN W R M HOLROYD, *Director of Public Instruction, Punjab, to the Secretary to Government Panjab, Military Department, No* 43, *dated 2nd Novr* 1870

I have the honor to submit a report by the Revd. Father Sebastian on the Roman Catholic Orphanage at Simla, for the year 1869-70; together with the Inspector's report on his recent examination of that institution.

2 The submission of the latter has been unavoidably delayed, as Mr. Willmot's ill health, which was reported in my No 26 A, dated 19th August 1870, prevented him from visiting the Orphanage before his transfer to the Central Provinces, and Mr Cooke has but recently assumed charge of the office of Inspector.

3 Since the submission of my last report the number of children had fallen by the end of 1869 from 73 to 57, 16 having been removed by their parents and guardians. The number subsequently rose to 104, but had again fallen at the time of the Inspector's visit to 82.

4 The result of the Inspector's examination shows that the girls have been well and carefully taught, and it is most satisfactory to hear that not a single child was incapacitated by sickness from being present at the examination, and that there has been very little illness throughout the year

5. A chapel and an infirmary are still urgently required, and a site for the latter has been supplied by Government Father Lawrence reports that the work of levelling and preparing the ground for the infirmary is in active progress, and expresses a hope that Government will assist in providing the necessary funds for its erection.

From the REVD. FATHER SEBASTIAN, *Secretary to the Roman Catholic Institutions at Simla, to* CAPTAIN W. R. M. HOLROYD, *Director of Public Instruction, Panjab, dated 23rd June* 1870.

In pursuance of your letter No. 341 dated 17th June 1870, I have the honor of submitting the Annual Report on the Roman Catholic Institutions at Simla, for the year 1869-70. Owing to the circumstance of Father Lawrence having to act as Superior of the Agra Mission in the absence of the Bishop, the former duty has once more devolved on me.

No. of pupils and their age

2. The number of pupils reported last year was 73. Out of that number 16 were removed at intervals, either by parents or guardians, thus leaving a total of 57 children at the end of 1869. But from that period to the present date their total number ascended to 104, which gives an increase of 31 to the number of last year. Their age varies from 4 to 19 years.

Means of maintenance.

3. Of that number 63 children receive subsistence allowance from Government, 32 are maintained by their parents or guardians; and 9, having completed their 16th year of age, receive no subsistence allowance whatsoever, and are therefore maintained at the expenses of the institutions.

Health

4 The health of the children has been good and satisfactory throughout the year, with the exception of a few insignificant cases of rheumatic fever or other slight diseases of children sent from the plains. The Inspector of Public Health, who, by the desire of the Panjab Government, visited the institutions these two or three months back in company with another Medical Doctor, was extremely pleased at the excellent healthy appearance of the children in general.

Teachers.

5. One of the Nuns who shared in the charge of the pupils was, by the nature of the climate, very unsuitable to her weak physical constitution, compelled to leave Simla in February last Nevertheless, the efficiency in the Staff of teachers has not suffered thereby. The remaining seven Nuns continue in the same routine of educational work with as much energy as ever, and as if their number had not diminished, although I must say the duties of each of them are now much heavier on account of the substantial increase of the children.

Internal management

6. With regard to the internal management of the institutions by the Nuns, it will perhaps be more satisfactory to refer you to the report of the General Meeting for the inspection and visitation of the Orphanage held in January last, and to the opinion elicited on it by the Viceroy, as gathered from letter No. 912 of 20th January

1870 from Deputy Secretary to the Government of India to the Adjutant General, which runs thus — 'The Right Honorable the Governor General in Council has perused with pleasure the satisfactory report of the annual inspection of the Roman Catholic Orphanage (Girls) at Simla for the year 1869'

Buildings

7 During these last twelve months a small house consisting in two rooms was erected by Father Lawrence at the entrance of the main ground of the school, to afford accommodation to parents or guardians of the children or any other visitor who might be in want of rest for a day or two This arrangement has met with the approbation of all visitors, and praised as a thoughtful and considerate arrangement. Several other improvements have likewise been made in and around the Orphanage building in the shape of side walls, paving and roofing of new verandahs drainage and other things of lighter importance, and perhaps scarcely worth being mentioned in this report

Conclusion

8 What now still remains to be accomplished is the so frequently mentioned *desideratum* of a chapel and infirmary But with regard to the former it is rather difficult to anticipate its realization though the want of it is indeed badly felt. As to the latter, the proposed and asked for site having now been obtained from Government for that object, it is hoped to see it erected as early as the difficult task of procuring the necessary funds will permit In the meanwhile the work of levelling and preparing the ground is carried on with vigour, though at no small sacrifice of our scanty resources. But as the building has been so frequently urged on and recommended by Government, we entertain no doubt that the assistance of the latter will not be wanting

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From C R COOKE, ESQUIRE, *Inspector of Schools, Ambala Circle, to* CAPTAIN W R M HOLROYD, *Director of Public Instruction, Panjab, No* 142, *dated* 18*th October* 1870

I have the honor to submit my report of the Roman Catholic Orphanage at Simla, which I have visited on the 11th instant.

No of girls, &c

2 The Orphanage contains in all 82 girls, and it is worthy of notice that not a single child was absent from my examination on account of sickness. I was informed by the Superintendent, Father Sebastian, and by the Nuns, that the children have been remarkably healthy throughout the year, and that at the present time there are no cases of illness.

Senior class is the second

3 There are no girls sufficiently advanced to read the subjects of the first class the senior class therefore is the second It contains 7 pupils, who all read an ordinary English book with a singularly good pronunciation, the upper girls explained what they read very loudly but they all failed somewhat in parsing words taken at random from the piece they had read They can repeat the rules of Grammar very correctly but might with advantage be a little more practised in applying them This class has learnt the Geography of England and of Hindustan the former they knew well, the latter particularly well In English History, in writing, and in dictation they are excellent. In Arithmetic they are fair, three out of the seven did a moderately difficulty sum in long division correctly and quickly, the other four failed at first, but were eventually right Two out of these however afterwards asked me for another trial, and I gave them a more difficult question, which they solved correctly

3rd class

4 The 3rd class of 6 read and explained very fairly, with the exception of one, who was somewhat deficient and backward compared with the rest. In History they all did well, and one (M A Coleman) was so thoroughly well up in it that I thought she ought to receive a special reward for her proficiency In Arithmetic they all obtained the right answers in addition in avoirdupois weight, but failed almost throughout the class in a multiplication of money

4th class

5 The 4th class is more like a 2nd division of the 3rd than a separate class, and is very little inferior to it. However they were a little deficient in their History and Arithmetic but wrote an easy passage very fairly from dictation

5th and 6th classes

6 The 5th and 6th classes contain a large number of little children. The former read very nicely, and worked sums in notation and simple addition, of the latter, some could spell out words of two and three letters.

Domestic arrangements

7 The domestic arrangements appeared to me in the highest degree satisfactory

STATEMENTS.

(*Imperial Return*).

EDUCATION B. I.

The University.

Result of the Examination of the University of Calcutta, as regards the Panjab, for the year 1869-70.

Nature of Examination.	No. of affiliated colleges.	No. of their students.	No. of candidates.	Average age.	*Educated in*		*Religion.*				*Passed in*			Net cost to State.		
					Government schools.	Private schools.	Christians.	Hindus.	Muhammadans.	Others.	First Division.	Second Division.	Third Division.			
Entrance Examination			(b) 97	19	50	47	11	73	11	2	8	24	12	3,811	8	1
First Examination in Arts	(a) 3		(c) 17	20	13	4	1	14	2	...	2	4	2	6,585	3	7
B. A. Examination			3	20	3	...	1	2	...	...	...	1	1	796	1	2
M. A. ditto.																
B. L. ditto.																
L. L. ditto.																
L. M. S. First Examination.																
L. M. S. Second Examination.																
B. M. Examination.																
M. D. Examination.																
Total ...	3	...	117	20	66	51	13	89	13	2	10	29	15	11,192	12	10

(*a*). Lahore Mission college closed from 1st December 1869.

(*b*). Exclusive of 5 students from Lahore Hindu school, who were not admitted at the examination.

(*c*). Exclusive of 1 student of Lahore Mission college who was absent.

(*Imperial Return*). EDUCA

General Statement of Educational Institutions in the

Class of Institution	1	2	3	4	5	6	7	8	9	10
	Government Institutions									
	Number	No. of students on the rolls	Average attendance daily	Average age.	Teachers		Income			
					Christians.	Others	Public Funds.	Educational Cess Fund.	Fees.	Total.
Colleges										
Arts	2	89	46	Yrs 19	5	2	47,614 13 0		1,225 14 3	48,840 11 3
Schools										
Higher	3	171	114	18	7	8	25,520 0 0		1,276 1 0	26,796 1 0
Middle	96	8,849	7,563	12	9	300	1,13,094 9 3	16,784 3 0	7,273 10 0	1,37,052 6 3
Lower	1,155	48,491	41,119	+ 19		1,304	17,727 7 8	1,41,157 5 5	4,607 14 3	1,63,492 7 4
Girls' Schools										
Higher										
Middle										
Lower	164	3,496	3,088	8		152	6,502 9 9	7,038 3 9		13,540 13 6
Normal Schools										
For Masters	7	196	162	22	1	19	11,384 9 11	15,081 12 1	18 12 3	26,485 12 3
For Mistresses										
Total	1,427	61,296	52,092	18	22	1,788	2,21,773 13 7	1,80,061 8 2	14,402 3 9	4,16,237 9 7

† Average age in all and village schools 10 years.
" " jail schools 28 years

TION B II

Province of the Panjab for the year 1869-70.

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
PRIVATE INSTITUTIONS, AIDED AND UNAIDED																	
No of persons instructed in			*Class*					*Average attendance daily*	*Income.*			*No of persons instructed in*			*Grand total schools*	*Grand total average attendance.*	*Proportion of attendance to population.*
English.	Vernacular	General	General	Hindus.	Muhammadans.	Christians.	Total.		From endowments	From fees.	From Government grant.	English.	Vernacular	General.			
89	89	89	* 1				1	11	3,184 4 0	60 8 0	1,320 0 0				3	57	0003
171	171	171	8			1	9	1,469	28,034 6 9	9,267 8 9	30 911 0 1	1,722	1 856	1 856	12	1,553	079
1 938	8,849	8,849	37	1		2	40	3,033	61,229 9 6	5,983 1 1	47,917 9 8	1,907	3,555	3,555	136	10,596	06
493	48,491	48,491	166			1	167	7,671	25,650 12 8	4,628 10 6	24 757 7 1	1,876	9,781	9,781	1,322	48,790	3
						2	2	63	1,276 5 4	6,029 4 9	6,120 0 0	71			2	63	0004
35	3,496	3,496	78	239	111	3	431	8,404	32,575 6 8	1,084 10 0	24,418 15 5	108	9,588	9,588	595	11,492	06
160	198	198	1				1	15	2,748 6 6		1,800 0 0		23	23	8	177	001
			6				6	145	7,156 0 3		14,223 0 0		191	191	6	145	0008
2,886	61,294	61,294	297	240	111	9	657	20,811	1,61,855 3 8	27,053 7 3	1,50,878 0 3	5,684	24,994	24,994	2,084	72,909	41

* Closed from 1st December 1869

Population 1,76,11,408 taken from the last Census Report of the Panjab, General statement No 1

(Local Return).

Statement of the Government Colleges in

1	2	3	4	5	6	7	8	9	10	11	12	13
District	Name of Institution	When established	No. of students on rolls at the close of the year				Average number of pupils on the rolls monthly	Average daily attendance	Average age	Teachers		Monthly rate of schooling fee
			Hindus.	Muhammadans	Others.	Total.				Christians.	Others.	
									Yrs			
Dehli	Govt College Dehli	1st May 1864	30	2	2	34	26	24	19	2	1	Rs. 2
Lahore	Do do, Lahore	1st Jany 1864	40	8	7	*55	31	22	19	3	1	Rs 2
	Total		70	10	9	89	57	46	19	5	2	

45 regular 10 casual total 55

(Local Return)

Statement of the Government Schools of

1	2	3	4	5	6	7	8	9	10	11	12	13
District	Name of Institution	When established	No. of students on rolls at the close of the year				Average number of pupils on the rolls monthly	Average daily attendance	Average age	Teachers		Monthly rate of schooling fee.
			Hindus.	Muhammadans	Others	Total				Christians	Others	
	Ambala Circle											
Dehli	Zil School	1st May 1859	67	11		78	69	57	17	3	4	12 annas to 3 rupees
	Lahore Circle											
Lahore	Zil School	15th April 1860	40	9	2	51	34	26	18	2	2	Do
Amritsar	Ditto	19th May 1851	28	12	2	42	38	31	20	2	2	8 annas to 2 rupees
		Total	68	21	4	93	72	57	19	4	4	
	Grand total		135	32	4	171	141	114	Years 18	7	8	

the Panjab for the year 1869-70

14	15	16	17	18	19	20	21	22	23	24	25
Expenditure					*No of pupils instructed in*						
From public funds	From one per cent educational cess fund	Other sources	Total	Amount collected in fees	English.	Urdu.	Hindi (Nagri)	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit
20,697 15 4		1,194 0 0	21,891 15 4	579 0 0	34				20		14
26 916 13 8		981 0 0	27 897 13 8	646 14 3	55				31		14
47,614 13 0		2,175 0 0	49,789 13 0	1,225 14 3	89				51		28

the Higher Class for 1869 70

14	15	16	17	18	19	20	21	22	23	24	25
Expenditure					*No of pupils instructed in*						
From public funds	From one per cent. educational cess fund	Other sources	Total	Amount collected in fees	English.	Urdu	Hindi (Nagri)	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit.
9,716 0 0		364 0 0	10,080 0 0	727 7 0	78	33			18	33	27
8 382 0 0			8,382 0 0	328 6 0	51	29			33	29	18
7 422 0 0			7,422 0 0	220 4 0	42	42			19	42	20
15,804 0 0			15,804 0 0	548 10 0	93	71			52	71	38
25 520 0 0		364 0 0	25,884 0 0	1,276 1 0	171	104			70	104	65

(Local Return).

Statement of Government Schools of the

1	2	3	4	5	6	7	8	9	10	11	12	13
District	Name of Institution	When established.	No. of students on rolls at close of the year				Average number of pupils on the rolls monthly	Average daily attendance.	Average age.	Teachers		Monthly rate of schooling fee.
			Hindus.	Muhammadans.	Others.	Total.				Christians.	Others.	
	Ambala Circle											
1	Jagadhri zil middle school	1st June '58	30	3	1	34	37	29	16		4	1 a. to 1 r
2	Rupar ditto	1st July 57	13	3	5	21	26	22	15		4	4 as to 1 r.
	Total of zil schools		43	6	6	55	63	51	15		8	
1	Thanesar town school	3rd Dec 56	101	13		114	107	89	10		3	1 anna
2	Burya ditto	Ditto	64	46	3	113	88	67	11		3	Do
3	Radhaura ditto	26th June 56	67	78	1	146	145	122	11		5	Do
4	Mani Majrah ditto	Ditto	50	20	2	72	65	59	10		2	Do
5	Muran la ditto	Ditto	41	34	15	90	81	72	11		2	Do
6	Bharreh ditto	Ditto	48	64		112	104	80	10		2	Do
7	Rahyal ditto	Ditto	50	5	15	70	71	64	14		2	Do
8	Shahabad ditto	3rd Dec 56	53	77	6	136	133	121	10		3	Do
	Total of town schools		474	337	42	853	794	673	11		22	
	Grand Total		517	343	48	908	857	724	13		30	
1	Jagraon town school	22nd June 56	152	40	4	196	198	177	10		2	1 to 2 as.
2	Raikot ditto	Ditto	137	30	8	175	180	150	10		2	Do
3	Gujarwal ditto	Ditto	24	7	36	67	67	58	11		1	1 anna
4	Dharror ditto	Ditto	44	5	2	51	55	49	13		1	Do
5	Rajpur ditto	Ditto	37	8	19	64	64	55	8		1	Do
6	Khanna ditto	Ditto	69	14	26	109	123	112	8		2	Do
7	Machhiwara ditto	Ditto	43	14	4	61	95	75	12		1	Do
	Total of town schools		506	118	99	723	782	685	10		10	
1	Simla	Middle zil school	1st March 48	10	3		13	17	14	13	1	2	1 a. to 1 r
1	Zil middle school	1st May 59	89	21		110	130	113	16		13	6 as to 5 rs.
2	Cholon ka Kucha brch school	1st May 63	49	29	3	81	87	78	13		7	1 a. to 1 r
	Total of zil schools		138	50	3	191	223	191	14		20	
1	Najafgarh town school	1st Dec 57	89	13		102	104	91	11		2	1 anna
2	Aral Sarai ditto	4th March 58	35	22		57	64	49	12		3	1 to 4 as
3	Ballabgarh ditto	28th Sep 59	80	19	1	100	120	76	12		2	1 to 2 as.
4	Faridabad ditto	Ditto	75	13		88	91	77	12		3	1 to 4 as.
	Total of town schools		279	67	1	347	379	293	12		10	
	Grand Total		417	117	4	538	602	484	13		30	
1	Rewari zil middle school	1st June 57	52	7		59	72	61	16		5	1 a. to 1 r
1	Zil middle school	23rd Oct 56	32	5		37	61	36	15		5	1 to 15 as.
1	Karnal town school	6th June 56	206	45	2	253	208	257	12		6	1 to 2 as.
2	Pondri ditto	Ditto	75	42		117	114	104	11		2	Do
3	Panipat ditto	Ditto	91	53		144	162	144	11		4	Do
	Total of town schools		372	140	2	514	574	505	11		12	
	Grand Total		404	145	2	551	635	541	13		17	
1	Rohtak zil middle school	6th Dec '56	37	6		43	51	30	16	1	4	2 as. to 1¼ rs.
2	Jhajjar ditto	1st April 59	12	5		17	22	20	16		2	2 as to 3 rs.
	Total of zil schools		49	11		60	73	50	16	1	6	
1	Mahim town school		92	29		121	115	76	11		2	1 to 2 as.
2	Gohana ditto	25th Jany 60	56	52		108	111	82	12		3	Do
3	Bahadargarh ditto	21st July 57	117	34		151	154	129	11		3	Do
	Total of town schools		265	115		380	380	287	11		8	
	Grand Total		314	126		440	453	346	13	1	14	
1	Bhowani zil middle school	24th Oct 57	22	3		25	18	16	14		4	1 to 8 as
2	Hissar town school		56	23		79	83	71	12		4	1 to 2 as.
	Total		78	26		104	101	87	13		8	
1	Sirsa town school	1st Sep 59	90	42	6	138	145	90	8		5	1 to 4 as.
2	Total of zil schools		297	58	6	359	440	350	15	2	43	
1	Total of branch schools		49	29	3	81	87	78	12		7	
27	Total of town schools		2 042	842	150	3 034	3 137	2,604	10		71	
37	Grand Total		2,388	927	159	3 474	3 664	3,032	12	2	121	

Middle Class for the year 1869-70.

14			15			16			17			18			19	20	21	22	23	24	25
Expenditure.															*No of pupils instructed in*						
From public funds.			From one per cent educational cess fund.			Other sources			Total			Amount collected in fees			English.	Urdu	Hindi (Nagri)	Hindi, (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit.
3,189	15	2	196	7	11	260	0	0	3,386	7	1	196	5	2	34	34				34	
2,360	0	1							2,640	0	1	129	12	3	21	21				21	
5,549	15	3	196	7	11	280	0	0	6,026	7	2	326	2	0	55	55				54	
173	2	4	270	1	8				443	4	0	8	2	0		60	54			13	
521	13	4	73	7	2	277	11	10	873	0	4	9	10	0	40	76	37			20	
267	3	8	371	4	6				638	8	2	22	10	0		93		53		53	
254	9	4	135	2	2				389	11	6	5	0	8		72				33	
235	10	6	80	11	0				336	5	6	8	10	0		90				26	
230	15	9	139	0	0				389	15	9	9	2	0		71		41		32	
244	15	11	87	10	4				332	10	3	8	9	0		70				35	
264	6	0	274	0	3				538	6	3	16	14	0		136				55	
2,272	12	10	1,431	5	1	277	11	10	3,941	13	9	88	10	0	40	668	91	94		267	
7,782	12	1	1,627	13	0	557	11	10	9,968	4	11	414	12	0	95	723	91	94		321	
432	0	11	42	0	0	431	13	0	905	13	11	123	13	0		196		104		57	
381	4	9	66	0	0	87	8	0	514	12	9	88	0	0		175		84	2	37	
237	1	0	35	0	0	12	4	0	284	5	0	16	6	0		67				27	
215	5	2	31	4	0	36	0	0	282	9	2	7	1	0		51				18	
223	0	0	32	4	0	42	0	0	297	4	0	4	5	0		64			1	28	
282	8	10	42	4	0	74	2	0	398	14	10	35	14	0		109		52	1	23	
442	14	6	49	4	0	241	0	0	733	2	0	44	15	0	24	61				35	
2,194	3	2	298	0	0	924	11	0	3,416	14	2	320	6	0	24	723		240	4	225	
2,406	10	9							2,406	10	9	65	7	0	13	13				13	
9,132	13	9	1,527	0	1	2,126	4	0	12,786	1	10	675	7	0	110	77			33	77	
						2,169	7	9	2,169	7	9	145	9	0	81	81				81	
9,132	13	9	1,527	0	1	4,295	11	9	14,955	9	7	821	0	0	191	158			33	158	
226	2	5	210	12	0	16	4	0	455	2	5	31	13	0		25	76	13		32	
308	2	3	302	0	0	219	10	0	829	12	3	35	6	0	18	57				35	
194	1	4	153	0	0	21	8	0	368	9	4	35	0	0		56	50		3	27	
375	0	0	180	0	0	213	12	0	788	12	0	33	9	0	35	58	26			37	
1,105	6	0	845	12	0	491	2	0	2,442	4	0	135	12	0	53	196	152	13	3	131	
10,238	3	9	2,372	12	1	4,786	13	9	17,397	13	7	976	12	0	244	254	152	13	36	289	
5,523	12	3				600	0	0	6,123	12	3	249	2	0	59	59				59	
3,416	1	9	175	0	0				3,591	1	9	313	8	6	37	37				37	
669	4	0	647	2	0	180	0	0	1,496	7	0	43	0	0	28	245	67	17	1	59	5
380	13	2	49	5	6				430	2	8	3	1	0		117				39	
781	10	0	388	0	0	120	0	0	1,289	10	0	20	1	0	23	126	18			63	
1,831	11	2	1,084	8	6	300	0	0	3,216	3	8	65	2	0	51	488	85	17	1	161	5
5,247	12	11	1,259	8	6	300	0	0	6,807	5	5	379	10	6	88	525	85	17	1	198	5
3,797	15	0	80	11	1				3,878	10	1	209	13	0	43	43				43	
1,899	6	3							1,899	6	3	154	8	0	17	17				17	
5,697	5	3	80	11	1				5,778	0	4	364	5	0	60	60				60	
	5	6	46	3	11	15	11	0	383	4	5	17	9	0		88	33			45	
	2	6	120	15	2	195	15	9	820	1	8	9	4	0	20	76	46			34	
	12	11	108	8	6	193	4	0	851	10	5	12	2	0	32	46	105			24	
	6	11	335	11	7	404	14	0	2,055	0	6	38	6	0	52	210	184			103	
	12	2	416	10	8	404	14	0	7,833	0	10	402	11	0	112	270	184			163	
	3	9	60	0	0				2,945	3	0	70	7	0	25	25				25	
	14	1	263	4	0	324	8	0	901	10	1	32	4	0	32	40	36			21	
	1	1	323	4	0	324	2	0	3,846	13	1	102	11	0	57	65	36			46	
	10	4	196	0	9	651	2	6	1,760	2	4	41	10	0	34	106	34			36	
	14	9	2,039	3	1	3,006	4	0	39,657	5	1	2,064	6	6	330	326			33	326	
						2,169	7	9	2,169	7	9	145	9	6	81	81				81	
9,903	0	6	4,454	9	9	3,374	6	10	17,734	0	6	723	2	6	286	2,431	582	364	8	944	5
44,516	14	6	6,493	12	9	8,550	2	7	59,560	13	4	2,933	1	6	726	2,838	582	364	41	1,351	5

(*Local Return*)

Statement of Government Schools of the

	1 District	2 Name of Institution	3 When established	4 5 6 7 No. of students on rolls at close of the year: Hindu	Muhammadan	Others	Total	8 Average number of pupils on the rolls monthly	9 Average daily attendance	10 Average age	11 12 Teachers: Christians	Others	13 Monthly rate of schooling fee
		Lahore (Urdu.											
1		Rahun zil middle school	22nd June 60	53	15	5	73	95	73	13		5	2 to 5 as
1		Nawashahar town school	11th Oct '56	127	3		130	126	107	10		4	3 annas.
2	Jalandhar	Banga ditto	1st Nov '62	78	13	40	131	104	93	11		3	2 ,,
3		Nakodar ditto	7th Nov 56	63	26	1	90	90	85	12		4	4 ,,
4		Phillaur ditto	10th May '56	32	53	1	86	83	74	11		2	1 ,,
5		Kartarpur ditto	"	103	17	10	135	129	116	13		4	4 ,,
		Total of town schools		408	112	52	572	532	475	11		17	
		Grand Total		461	127	57	645	627	548	12	"	22	
1		Zil middle school	27th June 48	54	18	6	78	89	74	14	2	4	2as to 1½ rs.
1		Harriana town school	15th April 53	96	29		127	124	109	12		4	4 to 2 annas
2	Hushyarpur	Dasuha ditto	1st May 52	55	29	3	87	96	79	10		3	Do
3		Unnaran ditto	26th Sep 57	50	31		81	81	65	9		2	Do
4		Garhshankar ditto	1st Dec '53	42	52	6	100	93	80	11		2	Do
5		Unah ditto	2nd July 52	61	4	8	73	79	73	8		4	Do
6		Tanda ditto	Ditto	56	27	3	88	80	76	10		2	Do
		Total of town schools		364	172	20	556	561	491	10		17	
		Grand Total		413	190	26	634	650	565	12	2	21	
1		Nurpur zil middle school	1st Nov 64	18	5		23	22	17	14		4	1 to 8 annas
1	Kangra	Jowalamukhi town school	11th April '56	66	4		70	69	60	11		2	1 anna
2		Sujanpur ditto	15th April 56	103	7		170	191	130	11		2	Do.
		Total of town schools		229	11		240	260	196	11		4	
		Grand Total		147	16		203	282	213	12		8	
1		Zil middle school	19th May '51	85	26	14	125	94	83	16	1	5	2 to 8 annas
1	Amritsar	Wairowal town school	11th March '58	57	30	22	109	111	77	9		1	1 anna.
2		Majitha ditto	1st do	68	49	34	151	153	144	9		1	Do
		Total of town schools		125	79	56	260	264	221	9		2	
		Grand Total		210	105	70	385	358	304	12		7	
1		Batala zil middle school	1st April '57	24	10	4	38	38	29	16	1	1	2 as to 2 rs.
1		Kalanaur ditto	1st June 57	30	90	5	125	155	132	10		4	1 anna.
2	Gurdaspur	Dera Nanak ditto	17th June 57	56	5	4	65	70	55	12		3	Do
3		Dinanagar ditto	8th May 56	120	69	2	191	213	178	10		7	Do
4		Kanjrur ditto	Ditto	77	18	7	102	101	92	9		2	Do
		Total of town schools		283	182	18	483	545	457	10		16	
		Grand Total		307	192	22	521	583	486	13		19	
1		Daska town school	1st June 56	19	20	7	46	61	63	10		3	1 anna.
2		Pasrur ditto	20th July 56	52	82	9	143	121	96	11		5	Do
3	Sialkot	Zafarwal ditto	6th Aug 54	74	62	11	147	122	102	10		5	Do
4		Pasta ditto	Ditto	41	36	3	70	67	60	11		1	Do
5		Naunar ditto	Ditto	41	39		80	75	64	12		1	Do
6		Saukhatra ditto		58	28	7	93	96	82	12		2	Do.
		Total of town schools		285	267	37	589	542	467	11		17	
1		Zil middle school	15th April 60	67	30	1	98	123	102	16		7	1 rupee
1		Qasur town school	15th April 56	52	44	3	99	102	81	13		2	1 to 2 annas
2	Lahore	Chunian ditto	26th May 56	55	18	17	90	83	69	9		2	Do
3		Sharakpur ditto	17th May 56	23	41	2	66	62	50	8		2	2 annas.
4		Pati ditto	1st Nov 62	27	51	6	84	84	73	11		1	1 anna.
		Total of town schools		157	154	28	339	333	273	10		7	
		Grand Total		224	184	29	437	456	375	13		14	
1	Gujranwala	Zil middle school	11th May 60	9	7	3	19	48	35	13	1	0	1 to 3 annas
2		Hafizabad town school	14th June 56	101	3	6	110	112	100	11		2	1 to 2 annas
		Total		110	10	9	129	160	135	12	1	8	
1		Zira town school	1st June 56	61	13	5	79	76	66	10	"	3	1 anna.
2	Ferozepur	Dharmkot ditto	Ditto	40	43	4	93	85	64	10		3	Do
3		Mogah ditto	22nd June 56	16	16	31	57	62	65	10		1	Do
		Total of town schools		117	72	40	229	223	185	10		7	
7		Total of zil schools		310	111	33	454	509	413	15	5	34	
33		Total of town schools		2 069	1 052	257	3 378	3 372	2 865	10		89	
40		Grand Total		2 379	1,163	290	3 832	3 881	3 278	12	5	123	

Middle Class for the year 1869-70—*continued*

14	15	16	17	18	19	20	21	22	23	24	25
Expenditure.					*No. of pupils instructed in*						
From public funds	From one per cent educational cess fund	Other sources	Total	Amount collected in fees.	English.	Urdu.	Hindi (Nagri)	Hindi (Lands Mahajani, &c.)	Arabic.	Persian.	Sanskrit.
3 164 4 11	268 13 8	126 0 0	3 559 2 5	143 11 6	73	78				73	
494 13 0	417 8 6	246 0 0	1 158 5 6	101 11 9	43	95	35			91	
510 9 9	158 6 0	180 0 0	848 15 9	91 7 0	30	131				53	
486 9 9	174 5 3	180 0 0	840 15 0	68 3 6	30	90				45	
294 3 10	124 15 0		419 2 10	48 2 6		86				46	
530 9 9	208 4 4	220 0 0	958 14 1	140 6 0	40	170				55	
2 316 14 1	1 083 7 1	826 0 0	4 226 5 2	439 13 6	139	597	35			222	
5 481 13 0	1 952 4 7	952 0 0	7 785 7 7	583 9 0	206	610	35			295	
6 245 0 8	441 5 8		6 690 12 4	309 0 9	78	78				78	
789 5 3	125 12 9	109 12 9	894 14 9	100 12 0	24	102	25		8	41	
23 10 6	495 10 6	5 10 0	524 15 0	59 10 0		62	28			10	
10 11 9	375 2 0	5 10 0	391 7 0	93 9 0		81				49	
252 0 9	145 2 0	4 15 9	402 1 2	39 5 0		100				53	
103 4 1	513 4 0	186 4 0	802 12 1	88 8 0	19	49	24			26	
25 4 8	383 2 0	4 4 0	412 10 8	57 1 0		88				55	
1 074 3 6	2 038 1 3	406 8 6	3 518 13 3	378 7 0	43	482	77		11	254	
7,319 10 2	2 480 6 11	406 8 6	10 215 9 7	687 7 9	121	560	77		11	342	
2,515 14 0			2 515 14 0	52 4 0	23	23				23	
408 14 0	135 0 0		543 14 0	5 8 0		42	28			24	
429 0 0	135 0 0		564 0 0	7 4 0		117	53			39	
837 14 0	270 0 0		1 107 14 0	12 12 0		159	81			62	
2 353 12 0	270 0 0		3 623 12 0	65 0 0	23	182	81			83	
5 543 0 0	1 246 11 7	115 0 0	6 904 11 7	507 3 0	125	125				125	
201 9 0	82 0 0		373 9 0	24 15 0		109				56	
296 0 0	97 8 0		393 8 0	24 0 0		151				73	
587 9 0	179 8 0		767 1 0	48 15 0		260				129	
6 130 9 0	1 426 3 7	115 0 0	7 671 12 7	646 2 0	125	285				254	
2 992 11 6	196 9 6		3,189 5 0	146 4 3	38	98				38	
530 14 3	92 0 0	249 4 0	872 2 3	42 6 0	33	125			2	60	
372 0 0	134 8 0	180 8 0	687 0 0	15 2 0	24	65				40	
552 8 0	165 8 0	378 0 0	1 096 0 0	50 7 0	25	136		55		80	
255 0 0	80 0 0	15 0 0	350 0 0			102				40	
1 710 6 3	472 0 0	822 12 0	3 005 2 3	107 15 0	82	428		55	2	220	
4,703 1 9	668 9 6	822 12 0	6 194 7 3	254 3 3	120	466		55	2	258	
418 15 8	66 2 4	190 6 0	675 3 0	16 2 0	41	98				38	
500 0 4	157 7 8	188 10 0	846 2 6	22 15 0	37	143				41	
697 8 0	213 13 4	321 0 0	1 232 5 3	31 9 0	41	147				71	
192 8 0	42 3 0	7 6 0	242 1 6	14 13 0		70				31	
155 0 0	79 12 9	7 6 9	242 3 6	22 9 0		80				26	
210 0 0	113 0 0	11 3 6	334 3 6	27 8 0		93				44	
2 174 0 0	672 7 0	726 1 3	3 572 8 3	135 8 0	119	589				251	
8 315 0 5	663 0 0	135 0 0	9 113 0 5	678 3 3	98	98			37	96	61
599 1 9		349 11 0	948 12 9	29 3 0	12	99		19		25	13
662 12 0		180 0 0	842 12 0	4 1 0	11	90				41	
472 8 0		120 0 0	592 8 0	2 6 0	15	66				32	
352 12 0			352 12 0	0 4 0		84				56	
2,087 1 9		649 11 0	2 736 12 9	35 14 0	38	339		19		154	13
10 402 2 2	663 0 0	784 11 0	11 849 13 2	714 1 3	136	437		19	37	250	74
2,712 3 7			2 712 3 7	66 5 0	19	19				10	
306 0 0	90 0 0		396 0 0	26 3 0		110				24	
3 018 3 7	90 0 0		3 108 3 7	92 8 0	19	129				43	
340 9 0	128 11 0	13 11 0	472 15 0	30 3 0		79				40	
315 8 0	110 2 0	22 11 0	448 5 0	19 0 0		93				50	
257 0 0	132 9 0	27 8 0	436 11 0	5 1 0		57				31	
903 1 0	391 0 0	63 14 0	1 357 15 0	54 4 0		229				127	
31 488 9 1	2 826 8 3	376 0 0	34 691 1 4	1 992 15 9	404	444			37	192	61
11 997 1 7	5 196 7 4	3 404 14 0	20 688 7 11	1 239 11 6	415	3 139	193	74	13	1 143	13
48 485 10 8	8,022 15 7	3 870 14 0	60,379 9 3	3 232 11 3	869	3 587	193	74	50	1 895	74

(*Local Return*).

Statement of Government Schools of the

1	2	3	4	5	6	7	8	9	10	11	12	13
			No. of students on rolls at close of the year.							*Teachers.*		
District.	Name of Institution.	When established.	Hindus.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.
	Rawal Pindi Circle.											
1 Rawal Pindi	Kalar town school	1st Aug. '53	44	35	49	128	128	88	11	·	2	1 anna
2	Pindi Gheb do.		84	38	3	125	122	107	9		2	Do.
	Total		128	73	52	253	250	195	10	..	4	
1 Jehlam	Rohtas town school	18th Aug. '54	25	81	...	106	100	76	12	..	2	1 anna
2	Chakwal do.	1st Feb '57	62	7	16	85	84	73	11		3	Do.
	Total		87	88	16	191	184	149	11	·	5	
1 Gujrat	Zil' middle school	22nd June '54	23	18	9	50	57	51	14	1	7	3 as. to 1 r.
1	Kunjah town school	15th July '54	30	30	13	73	70	46	12	...	2	1 anna
2	Dingah ditto	22nd July '56	70	4	16	90	94	81	11	...	2	Do
	Total of town schools		100	34	29	163	164	127	11	...	4	
	Grand Total		123	52	38	213	221	178	12	1	11	
1 Kohat	Zil' middle school	1st April '58	13	5	4	22	19	15	14	...	2	1 to 8 as
2	Total of zil' schools		36	23	13	72	76	66	14	1	9	
6	Total of town do.		315	195	97	607	598	471	11	..	13	
8	Grand Total		351	218	110	679	674	537	12	1	22	
	Multan Circle.											
1 Multan	Zil' middle school	16th July '60	39	13	·	52	54	46	16	1	4	1 a. to 1 r.
1	Bahadarpur town school		16	46	·	62	61	57	10		1	1 anna
	Total		55	59		114	115	103	13	1	5	
1 Montgomery	Kot Kamalia town school		49	...		49	47	43	11		1	. ..
2	Sayadwala ditto	10th June '56	30	5	19	54	53	47	10		2	1 anna
	Total		79	5	19	103	100	90	10		3	
1 Jhang	Zil' middle school	1st Sep. '56	24	4	1	29	42	34	15	..	4	2 as. to 1 r.
1	Magyana town school	6th June '56	99	23	10	132	132	116	9	·	4	1 anna
2	Chaniot ditto	Ditto	75	37	4	116	111	92	9		2	Do.
	Total of town schools		174	60	14	248	243	208	9	·	6	
	Grand Total		198	64	15	277	285	242	12		10	
1 Muzaffargarh	Town school	15th Oct. '56	64	41	7	112	112	77	10	·	3	6 pies
2	Kot Uddu school	1st Sep. '56	119	21		140	145	104	10		3	Do.
	Total		183	62	7	252	257	181	10	·	6	
1 Dera G. Khan	Zil' middle school	4th Nov. '56	50	9	..	59	70	62	12	·	5	1 a. to 1 r.
1 Shahpur	Bhera zil' middle school	19th July '54	54	4	1	59	46	38	13	..	5	1 to 6 as.
4	Total of zil' schools		167	30	2	199	212	180	14	1	18	
7	Total of town schools		452	173	40	665	661	536	10	..	16	
11	Grand Total		619	203	42	864	873	716	12	1	34	

ABS

9	..	Ambala Circle zil' schools	297	56	6	359	440	350	15	2	43	. ...
7	.	Lahore do. do.	310	111	33	454	509	413	15	5	34	. .
2	...	Rawal Pindi do. do.	30	23	13	72	76	66	14	1	9	. ....
4	...	Multan do. do.	167	30	2	199	212	180	14	1	18	.....
22		Total of 4 Circles	810	220	54	1,084	1,237	1,009	14	5	9	104	.....
1	...	Branch school, Ambala Circle	49	29	3	81	87	78	12	·	7	. ..
27	...	Ambala Circle town schools	2,042	842	150	3,034	3,137	2,604	10	·	71	.....
33	...	Lahore do. do.	2,069	1,052	257	3,378	3,372	2,865	10	·	89	.... .
6	...	Rawal Pindi do do.	315	195	97	607	598	471	11	...	13	.....
7	...	Multan do. do.	452	173	40	665	661	536	10	..	16	.....
73		Total of 4 Circles	4,878	2,262	544	7,684	7,768	6,476	10	..	189	.....
96		Grand Total	5,737	2,511	601	8,849	9,092	7,563	12	9	300	.. ...

Middle Class for the year 1869 70—*concluded*

14	15	16	17	18	19	20	21	22	23	24	25
	Ex penditure				*No of pupils instructed in*						
From public funds	From one per cent c ltural cess fund	Other sources	Total	Amount collected in fees	English.	Urdu	Hindi (Nagri)	Hindi, (Lands Malayam, &c)	Arabic	Persian.	Sanskrit.
208 0 0	152 0 0		360 0 0	4 13 0		148				53	
338 0 0	188 9 3		526 9 3	12 0 0		125				49	—
546 0 0	340 9 3		886 9 3	16 13 0		253				102	—
360 0 0	75 0 0		435 0 0	6 11 0		106				29	
310 0 0	255 0 0		565 0 0	22 0 0		85				27	—
670 0 0	330 0 0		1,000 0 0	29 1 0		191				56	
5 436 0 0		[illegible]	5 436 0 0	26 4 3	50	50			10	40	
271 11 4	171 0 0		542 11 4	15 10 0		73				42	
291 10 0	173 11 3		465 5 3	30 10 0		90				51	—
661 5 4	344 11 3		1 006 0 7	46 4 0		163				91	—
6 090 5 4	344 11 3		6 444 0 7	308 8 3	50	213			10	131	
927 0 0	9 0 0	226 4 0	1 162 4 0	26 4 0	22	22				22	
6 363 0 0	9 0 0	226 4 0	6 598 4 0	288 8 3	72	72			10	62	
1 879 5 4	1 015 4 6		2 894 9 10	92 9 0		607				251	
8 242 5 4	1 024 4 6	226 4 0	9 492 13 10	381 1 3	72	679			10	313	
4,794 10 10	187 3 6	1 5 11	4,983 4 3	251 15 0	52	52				52	
267 8 9	28 0 0		295 8 9	6 5 0		62				40	
5 062 3 7	215 3 6	1 5 11	5 278 12 0	258 4 0	52	114				92	
240 15 6	20 0 0		260 15 6			49				13	
359 4 1	15 0 0	120 0 0	494 4 1	10 6 0	30	54				26	
600 3 7	35 0 0	120 0 0	755 3 7	10 6 0	30	103				30	
3 331 0 0			3 331 0 0	65 0 9	29	29				29	
665 8 0	189 15 0	336 15 3	1 192 6 3	8 14 0	42	132				49	
198 0 0	134 13 9		332 13 9	4 5 0		116				49	
863 8 0	324 12 9	336 15 3	1 525 4 0	13 3 0	42	248				98	
4 194 8 0	324 12 9	336 15 3	4 856 4 0	78 0 9	71	477				127	
760 3 11	305 10 5		667 14 4			81	20	11		49	
363 8 1	276 0 0		639 8 1	2 11 0		97	11	28		42	4
724 12 0	581 0 5		1 305 6 5	2 11 0		178	31	39		91	4
4,097 11 1	48 0 0		4,145 11 1	323 15 3	59	59				59	
2 101 4 6	38 8 0		2,139 12 6	52 14 0	59	38				38	21
14 324 10 5	753 11 6	1 6 11	14 599 11 10	694 3 0	190	178				178	21
2 455 0 4	969 7 2	456 15 3	3 881 6 9	32 9 0	72	591	31	39		268	4
16 779 10 0	1 243 2 8	458 5 2	18 481 2 7	726 12 0	271	769	31	39		446	25

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34 611 14 0	2 039 3 1	3 006 4 0	39 657 5 1	2 064 6 6	379	328			77	426	
31 488 0 1	2,826 8 3	370 0 0	34 631 1 4	1 992 15 9	454	454			67	452	61
6 961 0 0	9 0 0	296 4 0	6 598 4 0	284 8 3	72	72			10	62	
14 324 10 7	273 11 6	1 5 11	14 599 11 10	694 3 0	199	178				178	21
86 788 1 6	5 148 0 10	3 609 13 11	95 546 6 3	5 040 1 6	1 094	1 030			80	1 018	82
	—	2,169 7 9	2,169 7 9	145 9 0	81	81				81	
9 905 0 6	4,454 9 2	3 374 6 10	17 734 0 6	723 2 0	286	2 431	58	384	8	944	5
11 997 1 7	5 196 7 4	3 434 14 9	20 688 7 3	1 230 11 6	415	3 133	193	74	13	1 443	13
1 879 5 4	1 015 4 6		2 894 9 10	92 9 0		607				251	
2,455 0 4	969 7 2	456 15 3	3,881 6 9	32 9 0	72	591	31	39		268	4
26 236 7 9	11 635 12 2	7 326 4 10	4 198 8 9	2 087 15 6	774	6 702	806	477	21	2 906	22
1 13 024 9 3	16 784 3 0	13 105 10 6	1 42 914 0 9	7 273 10 0	1 938	7 873	806	477	101	4 005	104

(*Local Return*).

Statement of Government Schools of the

	1	2	3	4	5	6	7	8	9	10	11	12
				No of students on rolls at the close of the year								*Teachers*
	District	No. of institutions.	When established.	Hindus.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.
	Ambala Circle											
	Simla Zil' School	1	1st Mar '48	40	17	2	59	58	45	13		2
1	Ambala	68	6th Oct. 56	1,616	1,187	211	3 014	2 739	2,201	10		81
2	Ludhiana	47	2nd Nov 56	523	392	251	1,166	1,165	998	10		49
3	Simla	3	26th Oct 56	66	14	8	88	96	65	10		3
4	Dehli	35	15th Mar 58	957	147		1,104	891	750	10		37
5	Gurgaon	46	9th Sept 54	1,295	213	3	1,511	1,567	1 274	12		51
6	Karnal	49	1st Mar 58	717	368	8	1 093	1,183	1 016	13		50
7	Hissar	16	26th Oct. '56	490	92	4	586	560	477	14		23
8	Rohtak	32	15th July '59	1,010	207	1	1,218	1,266	919	11		39
9	Sirsa	10	1st Sept '69	345	189	9	543	455	308	11		10
	Total	306		7,019	2 809	495	10,323	9 922	8,008	11		343
	Total Ambala Circle	307		7,059	2,826	497	10,382	9,980	8,053	12		345
	Lahore Circle											
	Gujranwala Zil School	1	11th May '60	94	58	13	165	70	51	10		2
1	Lahore	34	1st Juny 57	545	487	175	1,207	1 277	1,078	9		35
2	Ferozepur	37	14th Nov 57	392	450	279	1,121	1,093	862	11		37
3	Gujranwala	54	1st Sept '57	1 107	600	192	1,899	2,039	1 649	11		59
4	Jalandhar	51	1st May 57	1,264	902	244	2,410	2,528	2 273	10		55
5	Hushyarpur	73	1st May 51	2 065	885	144	3 094	3,360	2,887	10		77
6	Kangra	35	10th April 56	1,252	93		1,345	1,667	1,201	11		41
7	Amritsar	56	26th June 57	945	869	628	2,442	2,724	2 233	9		63
8	Gurdaspur	80	1st April 57	1 509	1 522	300	3,331	3 769	3 119	9		90
9	Siyalkot	71	1st Sept. 54	1,328	1,668	447	3,443	3,684	3,159	10		85
	Total	491		10 407	7,476	2,409	20,292	22,141	18,456	10		542
	Total Lahore Circle	492		10 501	7,534	2,422	20,457	22,211	18 502	10		544
	Rawal Pindi Circle											
	Abbottabad Zil School	1	1st July '61	35	18	5	58	46	32	11		2
1	Rawal Pindi	36	1st Augt 53	567	815	244	1,626	1,548	1,149	10		41
2	Jehlam	50	1st Mar 58	1,127	1,049	176	2,352	2,357	1 789	10		57
3	Gujrat	37	16th Sept 56	765	1 030	203	1,998	2,253	1 813	10		42
4	Dera Ismail Khan	17	5th May 58	617	281	5	903	960	732	11		22
5	Banu	16	25th May 58	261	235	4	500	501	364	9		18
6	Peshawar	36	23rd Dec 58	123	532	4	659	664	515	11		36
7	Kohat	6	29th June 59	30	77	6	113	125	111	12		6
8	Hazara	2	29th June 59	29	36	9	74	70	42	12		3
	Total	200		3 519	4 053	651	8,225	8,478	6,515	10		224
	Total Rawal Pindi Circle	201		3 554	4 073	656	8,283	8,524	6,547	10		226
	Multan Circle											
	Bhera Zil School	1	19th July 54	82	11	1	94	112	87	10		3
1	Multan	39	4th Sept 56	565	765	3	1,333	1,363	1,110	9		46
2	Montgomery	12	26th Feb 54	191	133	50	374	363	285	10		12
3	Jhang	23	12th Mar 57	390	393	22	805	809	667	10		26
4	Muzaffargarh	19	15th Oct. 56	276	325	1	602	639	487	9		21
5	Shahpur	38	5th Jany 57	745	657	130	1,532	1,493	1,148	10		49
	Total	131		2,167	2,273	206	4 646	4 667	3,647	10		154
	Total Multan Circle	132		2 249	2,284	207	4,740	4,779	3,734	10		157
	Grand Total Zil Schools	4		251	104	21	376	286	215	11		9
	Village Schools	1 128		23 112	16 613	3 761	43,486	45 208	36,621	10		1,263
	Total	1 132		23 363	16,717	3 782	43,862	45,494	36,836	10		1,272

Lower Class, for the year 1869-70.

13	14			15			16			17			18			19	20	21	22	23	24	25
	Expenditure															*No of pupils instructed in*						
Monthly rate of schooling fee	From public funds.			From one per cent. educational cess fund			Other sources.			Total.			Amount collected in fees.			English.	Urdu.	Hindi (Nagri).	Hindi (Landa Maharjani, &c.)	Arabic.	Persian.	Sanskrit
	240	0	0							240	0	0	102	8	3		56	3			14	
1 anna.	476	9	3	8 353	9	9				8 830	3	0	79	0	0		2,524	82	408		730	
Do	215	0	0	6 588	8	4	104	1	9	6,907	10	1	235	8	0		1,166				458	
	698	3	0				14	4	0	712	7	0					55	35			20	
1 to 4 as	424	8	9	4 159	1	6	441	0	0	5 024	10	3	100	9	0	19	440	716	6		105	
1 to 2 as	258	15	0	7 079	15	2				7,332	12	2	64	9	0		445	1,083			127	
1 anna.	199	2	3	5,121	5	5				5 320	7	8	20	9	0		847	248			35	
Do	488	9	3	3 067	3	2	347	8	0	3 903	4	5	66	5	0	21	195	315	76		40	
Do	240	12	6	3 861	9	7	68	15	0	4 171	5	1	43	13	0	22	540	549	154		184	2
Do	96	10	1	1 347	7	0	41	3	0	1,485	4	1	40	12	0		284	206	59		62	
	3,098	6	1	39 572	9	11	1,016	15	9	43,687	15	9	661	1	0	62	6,502	3 234	697		1,761	2
	3,338	6	1	39 572	9	11	1 016	15	9	43,927	15	9	763	9	3	62	6,558	3,237	697		1,775	2
1 to 6 as	180	0	0							180	0	0	76	14	6		53		52		26	
1 anna	282	7	0	4 077	5	1	235	6	0	4,595	2	1	20	3	0	9	1,104		43		452	
Do	150	0	0	3 604	10	0	97	9	0	3,852	3	1	60	7	0		1,121				365	
Do	822	11	0	4 666	12	10	360	0	0	5 849	7	10	120	0	0	50	1,888		10		661	1
Do	51	7	6	6 472	8	7	150	0	0	6 674	0	1	413	13	0		2,366	24	20		867	
1 to 2 as	489	12	10	9,072	6	0	455	11	7	10,017	14	5	620	13	0	17	2,774	320			1,229	
1 anna.	671	6	6	4 949	7	10	330	0	0	5,950	14	4	22	14	0	22	870	555			319	
Do	897	0	0	7,922	1	5	678	0	0	9 497	1	5	329	12	0	70	2 442				907	
Do	3,340	13	5	8,145	15	3	397	6	0	11,894	2	8	961	5	0	17	3 283	48			1,056	
Do	275	0	0	8,941	4	1	614	2	6	9,830	6	7	530	2	0	30	3,443				1,060	
	6,980	10	3	57,852	7	1	3,318	3	1	68,151	4	5	3,079	5	0	215	19,351	947	73		6,916	1
	7,160	10	3	57,852	7	1	3,318	3	1	68,331	4	5	3,156	3	6	215	19,404	947	125		6,942	1
	1,564	13	5				30	0	0	1,594	13	5	30	0	0	15	58			4	21	
1 anna.	141	0	1	4,947	2	11				5,088	3	0	17	1	0		1,626				458	
Do	753	6	2	4 797	5	2	50	0	0	5,600	11	4	239	2	0	46	2,278	28	42		526	
Do	1 379	0	0	4 373	7	2				5,752	7	2	189	5	0		1,953		45		1,953	
Nil	137	11	9	7 206	0	0				7 343	11	9					753		150		194	
Do	257	6	0	3,097	4	0				3,354	10	0					389		79		157	32
Do	44	10	6	4,687	9	5				4 732	3	11					659				267	
Do	27	13	9	657	0	0				678	13	9					113				33	
Do	620	4	8							620	4	8					74				17	
	3,355	4	11	29,765	12	8	50	0	0	33,171	1	7	445	8	0	46	7 845	28	316		3 605	32
	4 920	2	4	29 765	12	8	80	0	0	34,765	15	0	475	8	0	61	7,903	28	316	4	3 626	32
1 to 2 as.	180	0	0							180	0	0	71	7	6		53	39	5		14	25
½ to 2 as	207	1	0	4,395	6	8	71	3	3	4,673	10	11	76	3	0		1,298	9	26		489	
1 anna.	315	0	0	1 798	9	4	300	0	0	2 413	9	4	39	11	0	24	374				125	
Do	471	15	0	1 937	13	9	619	10	11	3,029	8	5	17	10	0	27	805	26			269	
¼ annas.	344	5	0	2,434	0	3				2,748	5	8					569		33		166	
½ to 2 as	643	15	0	3 376	9	9	3,350	9	9	7 371	2	6	7	10	0	59	1 262	90	159	3	363	16
	1,952	5	2	13,942	7	9	4 341	7	11	20 236	4	10	141	2	0	110	4 308	125	218	3	1 412	16
	2,132	5	2	13,942	7	9	4,341	7	11	20,416	4	10	212	9	6	110	4,361	164	223	3	1 426	41
	2,164	13	5				30	0	0	2,194	13	5	280	14	3	15	220	42	57	4	75	25
	15,386	10	5	1 41 133	5	5	8,726	10	9	1,65 246	10	7	4,327	0	0	433	38,006	4 334	1,304		13,694	51
	17,551	7	10	1,41,133	5	5	8,756	10	9	1 67 441	8	0	4,607	14	3	448	38 226	4,376	1,361	7	13,769	76

(*Local Return*)

Statement of Government Female Schools

1	District	2	3	4	5	6	7	8	9	10	11	12
		No. of institutions.	When established.	No. of students on rolls at the close of the year				Average No. of pupils on the rolls monthly	Average daily attendance	Average age	Teachers	
				Hindus.	Muhammadans.	Others.	Total.				Christians	Others.
	Ambala Circle											
1	Ambala	11	23rd Dec '60		293		293	269	223	10		11
2	Ludiana	13	Ditto		21		21	39	34	11		1
3	Delhi	10	17th Nov '60	73	83		153	163	131	9		10
4	Karnal	9	Ditto	36	126		162	143	124	11		9
5	Rohtak	1	Ditto	10			10	11	8	10		1
6	Sirsa	1	Ditto		22		22	42	27	8		1
7	Gurgaon	15	Ditto	165	70		235	244	198	8		15
	Total	60		284	615		899	911	745	8		48
	Lahore Circle.											
1	Jalandhar	58	1st April '67		1,563	1	1,564	1,623	1,496	10		58
2	Hushyarpur	1	1st May '61		24		24	27	24	8		1
3	Kangra	6	1863	111			111	113	80	7		6
4	Amritsar	1	1864		15		15	18	14	10		1
5	Gurdaspur	2	May '63	2	49	2	53	78	61	7		2
6	Lahore	6	1st April 62	47	117		164	187	146	8		6
7	Ferozepur	8	May '63		191		191	136	156	10		8
	Total	82		160	1,959	3	2 122	2,182	1,977	9		82
	Raval Pindi Circle											
1	Jhelam	1			50		50	68	52	8		1
	Total	1			50		50	68	52	8		1
	Multan Circle.											
1	Montgomery	14	1st May '62	185	24	45	254	196	172	8		14
2	Jhang	6	8th May '57	22	107	4	133	133	116	8		6
3	Shahpur	1	1863		38		38	38	26	9		1
	Total	21		207	169	49	425	367	314	8		21
	Grand Total	164		651	2,793	52	3,496	3,528	3,088	8		152

of the Lower Class for the year 1869-70.

13	14	15	16	17	18	19	20	21	22	23	24	25
	Expenditure.					*No. of pupils instructed in*						
Monthly rate of schooling fee.	From public funds	From one per cent. educational cess fund.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit.
...	226 10 0	409 0 0	125 0 0	760 10 0	...	...	293	...	...	...	33	...
...	157 7 9	...	68 6 0	225 13 9	...	...	21	...	...	...	5	...
...	1,073 8 9	492 0 0	257 0 0	1,822 8 9	...	...	83	...	73	...	5	...
...	28 14 5	549 2 0	...	578 0 5	...	...	135	27	...	...	2	...
...	1 12 6	60 0 0	...	61 12 6	...	...	...	10	...	...	...	...
...	...	110 0 0	...	110 0 0	...	...	22	..	...	...	...	...
...	39 12 0	904 13 4	...	944 9 4	...	...	70	165	...	...	4	...
...	1,528 1 5	2,524 15 4	450 6 0	4,503 6 9	...	...	624	202	73	...	49	...
...	4,208 0 1	1,935 12 2	187 1 6	6,330 13 9	...	35	1,564	...	...	...	237	...
...	...	14 0 0	60 14 0	74 14 0	...	...	24	...	...	...	...	...
...	22 12 6	376 0 0	...	398 12 6	...	...	...	111	...	...	...	...
...	12 0 0	75 0 0	...	87 0 0	...	...	15	...	...	...	...	...
...	37 0 0	232 12 0	23 0 0	292 12 0	...	...	53	...	...	...	5	...
...	335 6 9	271 6 6	...	606 13 3	...	...	117	...	...	...	...	47
...	22 5 0	516 12 0	25 0 0	564 1 0	...	...	191	...	...	...	29	8
...	4,637 8 4	3,421 10 8	295 15 6	8,355 2 6	...	35	1,964	111	...	...	271	55
...	180 0 0	...	...	180 0 0	...	...	50	...	..	...	...	...
...	180 0 0	..	...	180 0 0	...	...	50	...	...	...	...	...
...	...	774 0 0	...	774 0 0	...	...	24	...	230	...	...	...
...	157 0 0	233 9 9	...	390 9 9	...	...	107	26	..	...	21	...
...	...	84 0 0	...	84 0 0	...	...	38	...	...	...	...	...
...	157 0 0	1,091 9 9	...	1,248 9 9	...	...	169	26	230	...	21	...
...	6,502 9 9	7,038 3 9	740 5 6	14,287 3 0	...	35	2,807	339	303	...	341	55

(*Local Return*)

Statement of Government Jail Schools of the

1	District	2 When established.	3	4	5	6	7	8	9	10	11
			No of students on rolls at the close of the year				Average No. of pupils on the rolls monthly	Average daily attendance.	Average age	*Teachers.*	
			Hindus.	Muhammadans.	Others.	Total.				Christians.	Others.
	Ambala Circle										
1	Ambala	1st July '63	98	136	58	292	335	324	28		1
2	Ludiana	10th Aug 65	20	19	20	59	63	44	29		1
3	Dehli	1st July '63	24	52		76	88	64	27		1
4	Karnal		36	23	4	63	47	38	25		1
5	Hissar	21st July '63	28	19	5	52	54	52	28		1
6	Rohtak	1st July '63	55	31	2	88	110	97	25		1
7	Sirsa	1st Nov '63	45	55	16	116	120	118	27		1
	Total		306	335	105	746	817	737	27		7
	Lahore Circle										
1	Jalandhar	1st July 63	50	47	21	118	136	105	25		1
2	Kangra	7th Jany '66	30	18	2	50	81	42	24		1
3	Amritsar	11th Oct 62	65	108	51	224	284	243	35		1
4	Gurdaspur	18th June 63	53	61	10	124	125	98	39		2
5	Siyalkot	1st Nov '67	13	52	15	80	82	64	22		1
6	Lahore (Central Jail)	17th Dec. '63	297	619	335	1,251	1,247	1 100	28		1
	Do (Thaggi School)				26	26	26	21	12		1
	Do (Female Jail Do)		25	40	2	67	66	58	28		1
	Total (of Lahore Jail Schools)		322	659	363	1 344	1,339	1 179	23		3
7	Ferozepur	23rd Jany 63	80	59	61	200	223	210	35		7
8	Gujranwala	1st Dec. '62	122	228	86	436	470	442	39		6
	Total		735	1,232	609	2 576	2 740	2 383	30		16
	Rawal Pindi Circle										
1	Rawal Pindi	17th June 63	15	338	16	369	270	222	22		1
2	Jhelam	15th Sep '63	5	25	4	34	137	117	30		1
3	Gujrat	1st June 63	4	70	6	80	73	69	32		1
4	Peshawar	1st July 63	1	25	1	27	24	19	26		1
	Total		25	458	27	510	504	427	28		4
	Multan Circle										
1	Multan	26th Mar '63	31	511	6	548	503	447	27		2
2	Montgomery	14th Mar 63	44	12	8	64	106	89	30		1
3	Jhang	9th Mar 63	4	110	1	115	135	84	28		1
4	Shahpur	1st June '63	5	63	2	70	122	116	24		1
	Total		84	696	17	797	866	736	27		5
	Grand Total		1 150	2 731	758	4 629	4 927	4,283	28		32

Lower Class in the Panjab for the year 1869-70

12	13			14			15			16			17			18	19	20	21	22	23	24
	Expenditure.															*No of pupils instructed in*						
Monthly rate of schooling fee	From public funds.			From one per cent. educational cess fund.			Other sources.			Total.			Amount collected in fees.			English.	Urdu	Hindi (Nagri).	Hindi (Lan da Mahajani &c	Arabic.	Persian.	Sanskrit
							120	0	0	120	0	0					156	136			8	
	11	9	0				47	14	0	59	7	0					59					
	24	14	6				72	0	0	96	14	6					24	52				
	10	2	6				72	0	0	82	2	6					60	3				
	10	10	6				94	0	0	104	10	6					8	44				
	10	7	7				104	8	0	114	15	7					24	64				
	9	9	9				180	0	0	189	9	9					69	47				
	77	5	10				690	6	0	767	11	10					400	346			8	
	13	4	6				57	0	0	88	4	6					118				5	
							98	14	9	98	14	9				1	29	21			7	
	20	6	6				127	14	0	148	4	6					224				36	
							84	0	0	84	0	0				20	124				9	
	11	9	0				131	8	6	143	1	6					80					
	17	15	6				422	8	0	440	7	6				20	1,159	62			10	
							196	13	0	196	13	0					26					
							120	0	0	120	0	0					67					
	17	15	6				739	5	0	757	4	6				20	1,252	62			10	
							179	6	6	179	6	6					200				6	
							120	0	0	120	0	0				1	436			...		
	63	3	6				1 556	0	9	1 619	4	3				41	2,463	83			73	
	7	13	0				123	12	0	131	9	0					369				11	
	18	12	0				74	1	0	92	13	0				4	30					
				24	0	0	60	0	0	84	0	0					80					
							156	0	0	156	0	0					26				9	1
	26	9		24	0	0	413	13	0	464	6	0				4	505				20	1
							268	8	0	268	8	0					548				21	
							60	0	0	60	0	0					64					
	8	9	6							8	9	6					115				3	
							84	0	0	84	0	0					70				1	
	8	9	6				412	8	0	421	1	6					797				25	
	175	11	10	24	0	0	3,072	11	9	3,272	7	7				45	3 165	429			126	1

(*Local Return*)

Statement of the Aided Colleges in the

1	2	3	4	5	6	7	8	9	10	11	12
Name of Institution	For what religion					No of pupils on rolls at close of the year				Average No. of pupils on the rolls monthly	Average daily attendance
	General	Hindus	Muhammadans	Christians	Total	Hindus	Muhammadans	Others	Total		
Lahore — College Department of the American Presbyterian Mission school at Lahore*	1				1					16	11

* Closed from 1st December 1869

(*Local Return*).

Statement of Grant-in-aid European, East Indian, or

1	2	3	4	5	6	7	8	9	10	11	12
Name of Institution	For what religion					No of pupils on rolls at close of the year				Average No. of pupils on the rolls monthly	Average daily attendance
	General	Hindus	Muhammadans	Christians	Total	Hindus	Muhammadans	Others	Total		
Ambala Circle											
Higher class school											
Simla — Bishop Cotton's school				1	1			85	85	79	79
Middle class school											
,, — Panjab Girls' school				1	1			24	24	27	27
Total				2	2			109	109	106	106
Lahore Circle											
Middle class school											
Lahore — Lahore High school				1	1			28	28	18	14
Lower class school											
,, — Anarkali Girls school				1	1			31	31	27	24
Lower class school											
,, — American Presbyterian Mission Girls school				1	1			22	22	24	18
Total				3	3			81	81	69	56
Rawal Pindi Circle.											
Middle class school											
Rawal Pindi — Sir Henry Lawrence Memorial Asylum Murree				1	1			‡113	113	120	120
Middle class school											
,, — Murree cum Pindi school				1	1			§ 47	47	38	36
Total				2	2			160	160	158	156
Grand Total				7	7			350	350	333	318

‡ 57 Boys and 56 girls
§ 27 Boys and 20 girls

Panjab for the year 1869 70.

13	14	15	16	17	18	19	20	21	22	23	24	25	26
Teachers		*Expenditure*					*No of pupils instructed in*						
Christians.	Others.	From private sources.	From fees	From grant in aid	Total	Monthly rate of schooling fee	English	Urdu.	Hindi (Nagri)	Hindi (Lands Mahajani, &c.)	Arabic	Persian	Sanskrit.
		Rs. 3 184 4 0	Rs. 60 8 0	Rs. a 1,320 0 0	Rs. 4,564 12 0	8 annas							

a Includes Rs. 120 on account of scholarship of Shib Dyal granted by Government

Christian Schools in the Panjab for the year 1869-70

13	14	15	16	17	18	19	20	21	22	23	24	25	26
Teachers		*Expenditure*					*No of pupils instructed in*						
Christians.	Others	From private sources	From fees	From grant in aid	Total	Monthly rate of schooling fee	English.	Urdu	Hindi (Nagri)	Hindi (Lands Mahajani, &c.)	Arabic	Persian.	Sanskrit.
4			Rs. 6,465 0 6	Rs. 5,181 9 10	Rs. 11 646 10 4	10 rupees	85	40					
3		Rs. 1,233 5 4	Rs. 2 198 15 4	Rs. * 3,120 0 0	Rs. 6 552 4 8	Ditto	24						
7		Rs. 1 233 5 4	Rs. 8 663 15 10	Rs. 8 301 9 10	Rs. 18 198 15 0		109	40					
2	1	Rs. † 481 7 0	Rs. 1 237 3 0	Rs. 1 657 3 0	Rs. 3 375 13 0	4½ to 6½ rupees	28	28			"		
2			Rs. 808 8 0	Rs. 808 8 0	Rs. 1 617 0 0	Rs 4 for 1 child ,, 7 for 2 of same family ,, 9 for 3 of same family	31						
2		Rs. 789 2 0	Rs. 275 6 0	Rs. 1,013 0 0	Rs. 2 077 8 0	1 to 2 rupees	22						
6	1	Rs. 1 270 9 0	Rs. 2 321 1 0	Rs. 2 478 11 0	Rs. 7 070 5 0		81	28					
6	1	Rs. 20 278 10 6	Rs. 1,799 1 3	Rs. 19,510 4 10	Rs. 51,588 0 7	3 to 15 rupees	113	19					
3		Rs. 43 [illegible] 9	Rs. 3 830 5 5	Rs. 3 000 0 0	Rs. 6 873 5 5	3 to 12 rupees	47						
9	1	Rs. 30 321 10 6	Rs. 5 629 6 8	Rs. 22 510 4 10	Rs. 58 461 [illegible] 0		160	19					
22	2	Rs. 32 825 8 10	Rs. 16,614 7 6	Rs. 34,290 9 8	Rs. 83 790 [illegible] 0		350	87					

* In addition to this Rs 5 550 have been paid to the school as building grant
† In addition to this Rs 127 0 3 expended from interest of endowment fund.

(*Local Return*)

Statement of the Endowment and Building Funds of the Schools for European Canning's Minute

1 Name of Institution		2 Balance on 1st April 1869		
Bishop Cotton's school, Jatogh	Endowment fund	* 98,607	7	11
	Building fund	4 912	6	1
Lahore High school	Endowment fund	25,101	11	11
	Building fund	2 526	12	1
Murree cum Rawal Pindi school	*There is no endowment fund*			
	Building fund	† 5 877	11	8
Henry Lawrence Memorial Asylum, Murree	Endowment fund	‡ 1 31 000 § 9 500 ‖ 500		
	There is no building fund			
Panjab Girls school	Building fund	¶ 12 334	15	1

* Includes Rs. 98 300 in Government securities at 5 per cent.
† Rs 5 742 13 0 reported in last year's return as "balance on 1st April 1869" was actually balance on 1st January 1869
‡ Lodged in Calcutta (Rs 71 000 in Bank of Bengal and 60 000 in Oriental Bank) and has not been allowed Government equivalent but the proceeds applied to current expenses are supplemented by an equivalent Government grant, and appear in the ordinary return
§ For Yule scholarships (lodged in the Panjab Bank)
‖ For good conduct prize (ditto ditto)
¶ To debit

(*Local Return*)

Statement of Aided Schools of the

1 Name of Institution		2	3	4	5	6	7	8	9	10	11	12
		For what religion					No of pupils on rolls at close of the year					
		General	Hindus	Muhammadans	Christians	Total	Hindus	Muhammadans	Others	Total	Average No of pupils on the rolls monthly	Average daily attendance
Delhi	S P G Mission school St Stephen's college	1				1	239	20	15	274	258	201
Ambala	American Presbyterian Mission school, city	1				1	100	27	11	138	121	90
Ludiana	American Presbyterian Mission school	1				1	183	86	17	286	299	230
	Total	3				3	522	133	43	698	678	521
Lahore	American Presbyterian Mission school	1				1	264	92	8	364	314	259
Amritsar	Church Mission school	1				1	143	29	10	182	191	141
Jalandhar	American Presbyterian Mission school, city	1				1	173	64	2	239	240	210
	Total	3				3	580	185	20	785	745	610
Rawal Pindi	American Presbyterian Mission school	1				1	128	26	2	156	189	129
Peshawar	Church Mission school, city	1				1	124	51	2	177	198	130
	Total	2				2	252	77	4	333	387	259
	Grand Total	8				8	1 354	395	67	1 816	1 810	1 390

and Eurasian children, to which grants in-aid are made by Government, under Lord of October 1860

3	4					5			6			7		
	Income during 1869 70													
From Government			From private sources			Total of columns 2, 3, and 4			Expenditure during 1869 70			Balance on 1st April 1870, difference between columns 5 and 6		
			5,377	11	11	1,03 985	3	10	5,000	0	0	98,985	3	10
a 10,000	0	0	4,402	10	0	19,315	0	1	64,272	3	11	*b* 44,957	3	10
100	0	0	100	0	0	25 301	11	11	127	0	1	*c* 25,174	11	8
			545	0	0	3,071	12	1	2,000	0	0	1,071	12	1
			1,000	0	0	6,677	11	8	6 776	12	0	100	15	8
												1,31 000	0	0
												9 00	0	0
												500	0	0
												d 10 000	0	0
e 5,550	0	0	4,559	4	0	2,225	11	1	37 505	11	5	39 731	6	6

(*a*.) Permanent advance " Paid through Public Works Department
(*b*) Balance *against* in Simla Bank
(*c*) Includes Rs 20 000 in Government securities
(*d*) Lodged in the Bank of Bengal Donation by Lady Alexander Lawrence Has not received Government equivalent.
(*e*) Debited to the Public Works Budget

Higher Class for the year 1869-70

13	14	15		16		17		18			19	20	21	22	23	24	25	26
Teachers		*Expenditure*										*No of pupils instructed in*						
Christians	Others	From private sources		From fees		From grant in aid		Total			Monthly rate of schooling fee.	English	Urdu	Hindi (Nagri)	Hindi (Landa Mahajani &c.)	Arabic	Persian	Sanskrit
4	8	4 156	3 0	510	2 0	3,600	0 0	8 266	5	0	4 annas	274	252				176	
1	9	1,544	4 3	120	8 9	1 200	0 0	2,864	13	0	1 to 8 annas	120	64	16	20		50	14
3	14	2 924	1 4	305	2 3	2,100	0 0	5,329	3	7	1 to 2 annas	286	76				210	
8	31	8,624	8 7	935	13 0	6,900	0 0	16,460	5	7		680	392	16	20		436	14
6	10	5,009	6 5	742	11 3	5,388	0 0	11,140	1	8	2 to 4 annas	364	227			49	230	54
8	9	3,671	6 0	326	12 0	3 900	0 0	7,898	2	0	Do	182	179	3		11	133	3
4	8	2 491	6 6	434	15 9	2 926	6 2	5 852	12	6	1 to 4 annas	191	239			8	133	
18	27	11,172	2 11	1,504	7 0	12 214	6 3	24,891	0	2		739	645	3		68	502	57
3	10	*a* 3 760	7 7	269	4 3	3,015	0 0	7,044	11	6	1 a to 1 r	97	65				106	
6	7	4 477	4 0	93	0 0	3,000	0 0	7,570	4	6	1 to 4 annas	121	177				150	
9	17	8,237	11 3	362	4 3	6,015	0 0	14,614	15	6		218	242				256	
30	75	28 034	6 9	2,802	8 3	25,129	6 3	55 966	5	3		1,637	1,279	19	20	68	1,194	71

a Includes Rs. 296 expended by Deputy Commissioner from educational cess in stipends of students

(*Local Return*)

Statement of the Aided Schools of the

1	2	3	4	5	6	7	8	9	10	11	12
	For what religion.					No of pupils on rolls at close of the year					
Name of Institution	General	Hindus	Muhammadans	Christians	Total	Hindus	Muhammadans	Others	Total	Average No of pupils on the rolls monthly	Average daily attendance
Ambala Circle											
Ambala — Amla school	1				1	41	26	4	71	75	65
Ambala — American Presbn Mission school (Cantt)	1				1	67	20	14	101	110	82
Total	2				2	108	46	18	172	185	147
Ludiana — City Vernacular school	1				1	26	32		58	58	52
Total	1				1	26	32		58	58	52
Simla — Sabathu American Presbn Mission school	1				1	17	13	2	32	31	27
Simla — Anglo Vernacular school Kassauli	1				1	36	8	4	48	48	43
Total	2				2	53	21	6	80	79	70
Dehli — Ishri Parshad s Anglo-Vernacular school	1				1	85	5		90	103	83
Dehli — Nil ka Katra ditto	1				1	78	22		100	103	85
Dehli — Angl Sanskrit school	1				1	125	6		131	129	99
Total	3				3	288	33		321	335	267
Gurgaon — Anglo Vernacular school Ferozepur	1				1	49	41		90	95	70
Gurgaon — Vernacular scho l Palwal	1				1	171	43		214	217	185
Gurgaon — Ditto Farrukhnagar	1				1	57	26		83	81	68
Gurgaon — Ditto Sonah	1				1	58	32		90	32	67
Total	4				4	335	142		477	485	390
Grand Total	12				12	810	274	24	1 108	1 142	926
Lahore Circle											
Jalandhar — American Presbyn Mission school (Cantt)	1				1	55	18	4	77	78	62
Total	1				1	55	18	4	77	78	62
Kangra — Church Mission school	1				1	61	4	7	72	68	49
Kangra — Do do Dharmsala	1				1	53	5	1	59	48	36
Total	2				2	114	9	8	131	116	75
Amritsar — Church Mission school Jandiala	1				1	86	9	9	104	102	78
Total	1				1	86	9	9	104	102	78
Gurdaspur — Regimental school 4th Gurkhas Bakloh		1			1	34			34	31	28
Total		1			1	34			34	31	28
Siyalkot — Church of Scotland Mission school City	1				1	74	32		106	109	86
Siyalkot — Do do Cantonment	1				1	38	41	1	80	76	61
Siyalkot — Church Mission school Narowal	1				1	50	45	12	107	128	87
Total	3				3	162	118	13	293	313	234
Lahore — Adult English school	1				1	47	11	3	61	62	39
Lahore — Hindu school	1				1					141	98
Lahore — American Presbyterian Mission Adult school	1				1	37	18		55	56	40
Lahore — Anglo (late Sanskrit) Vernacular school	1				1	54	1		55	61	47
Lahore — Anglo Vernacular school, Mian Mir	1				1	32	24	5	81	87	57
Total	5				5	190	54	8	252	407	281
Gujranwala — Church of Scotland Mission school Wazirabad	1				1	54	27	1	82	93	70
Gujranwala — American Mission school	1				1	246	97	17	360	348	259
Total	2				2	300	124	18	442	447	329
Ferozepur — Anglo Vernacular school, Cantonment	1				1	101	25	6	132	129	92
Ferozepur — Do do City	1				1	51	16	7	74	72	55
Total	2				2	152	41	13	206	201	147
Grand Total	16	1			17	1 093	373	73	1 539	1 695	1 234

Middle Class for the year 1869-70.

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*													*No. of pupils instructed in*						
Christians.	Others.	From private sources.			From fees			From grant in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdu.	Hindi (Nagri).	Hindi (Lands Mahajani, &c.)	Arabic	Persian.	Sanskrit.
·	4	821	8	0	62	15	0	820	8	0	1,704	15	0	2 to 8 annas.	28	71	..	..	·	47	·
2	6	1,020	4	11	208	2	3	960	0	0	2,188	7	2	1 anna to 1 r	101	90	...		·	60	·
2	10	1,841	12	11	271	1	3	1,780	8	0	3,893	6	2		129	101	·	...	·	107	
...	2	254	3	3	32	2	0	180	0	0	466	5	3	1 to 2 annas	..	58	..	...	..	11	·
...	2	254	3	3	32	2	0	180	0	0	466	5	3		..	58	...	...	...	11	
1	1	337	11	6	22	4	6	360	0	0	720	0	0	1 to 2 annas.	28	23	5	*30	..	4	·
·	1	466	7	6		..		240	0	0	706	7	6	Do.	8	44	4	·		26	..
1	2	1,004	3	0	22	4	6	600	0	0	1,426	7	6		30	67	9	30	·	30	..
...	7	1,205	0	0	264	0	0	704	0	0	2,263	0	0	2 as. to 2 rs.	90	90		·	·	90	
...	9	1,327	0	0	300	10	0	820	0	0	2,447	10	0	1 to 4 annas	100	100	..	..		100	100
..	10	2,193	0	0	37	4	0	1,233	0	0	3,463	4	0	1 to 4 annas	66	131	...	...	..	63	131
..	26	4,725	0	0	601	14	0	2,847	0	0	8,173	14	0		255	321	..	...	...	255	231
...	3	514	3	8	25	5	0	689	15	7	1,229	8	3	1 to 2 annas.	28	65	25	...	4	24	·
..	6	460	9	3	32	9	0	338	12	7	831	14	10	Do.		132	90	..	2	48	
..	2	333	1	2				134	12	4	467	13	6	Do.	·	68	15	..	..	14	..
..	3	257	15	6	5	8	0	207	7	9	470	15	3	Do.	..	58	32		..	20	·
..	14	1,565	13	7	63	6	0	1,371	0	3	3,000	3	10		28	323	162	...	6	106	
3	54	9,191	0	9	990	11	9	6,778	8	3	16,960	4	9		448	930	171	30	6	509	231
·	5	684	1	0	155	15	2	840	0	0	1,680	0	2	1 to 4 annas	77	77	...	..	...	11	
·	5	684	1	0	155	15	2	840	0	0	1,080	0	2		77	77	...	..	..	11	..
1	3	1,112	14	0	18	15	0	1,108	9	0	2,238	6	0	1 anna.	47	28	6	...	..	36	
1	2	350	12	0	20	8	6	180	0	0	551	4	6	Do.	55	22	..	..	·	15	
2	5	1,463	10	0	39	7	6	1,286	9	0	2,789	10	6		102	50	6	...	..	51	
· 1	5	529	14	0	68	6	6	480	0	0	1,078	4	6	1 to 2 annas.	33	90	40	..	..	31	2
1	5	529	14	0	86	6	6	480	0	0	1,078	4	6		33	90	40	...	..	31	20
1	3	465	14	0	25	6	11	480	0	0	971	4	11	1 to 8 annas.	34	16	17	..	...	...	·
1	3	465	14	0	25	6	11	480	0	0	971	4	11		34	16	17	...	..	..	·
2	6	1,399	8	11	164	12	0	1,344	0	0	2,908	4	11	1 to 8 annas	67	57		..		61	
2	3	426	10	0	57	1	6	360	0	0	843	11	6	1 to 4 annas.	31	37	·	..		55	·
2	4	1,003	7	9	42	10	3	600	0	0	1,646	2	0	4 to 1 anna.	22	57	...	28		22	..
6	13	2,829	10	8	264	7	9	2,304	0	0	5,398	2	5		120	151		28		158	·
·	3	..	·	·	303	6	0	360	0	0	723	6	0	6 as. to 3 rs	61		...	..	..	·	
..	..	1,290	4	0	65	4	0	†1,050	0	0	2,405	8	0	1 to 4 annas.	·	·	·	·		·	·
...	7	290	10	0	92	11	0	360	0	0	743	5	0		55			Bengali			
..	3	354	3	9	21	6	0	376	11	0	752	4	0	1 anna.	38	2	22	17	·	..	9
..	5	829	1	0	54	4	0	840	0	0	1,723	5	0	1 to 2 annas.	70	70	11	..	..	70	·
·	18	2,764	2	0	596	15	0	2,086	11	0	6,347	12	0		224	72	33	17	..	70	9
1	5	940	0	0	60	2	0	720	0	0	1,720	2	0	1 to 4 annas.	48	34	48	·	...	·	
1	10	1,720	9	9	30	14	3	350	0	0	2,101	8	0	3 ps. to 4 as.	194	260	..	105		49	11
2	15	2,660	9	9	91	0	3	1,070	0	0	3,821	10	0		242	294	48	105	..	49	11
·	5	494	3	6	84	11	9	540	0	0	1,118	15	3	1 anna to 1 r.	62	109	24	..		61	3
·	4	‡525	10	0	64	0	0	§1,659	15	2	2,249	15	2	2 to 8 annas.	74	74	·	..		74	·
·	9	1,019	13	6	149	1	9	2,199	15	2	3,368	14	5		136	183	24	...		135	3
12	73	12,417	10	11	1,390	12	10	11,647	3	2	25,455	10	11		968	933	168	150	..	505	51

* Roman Urdu. † Grant-in-aid withdrawn in November 1869 ‡ Includes Rs. 180 from educational cess fund.
§ Inclusive of Rs 1,249-15-2 expended from imperial revenue prior to the school being maintained on the grant-in-aid principle

(*Local Return*)

Statement of Aided Schools of the

1	2	3	4	5	6	7	8	9	10	11	12
Name of Institution	For what religion					No. of pupils on rolls at close of the year				Average No. of pupils on the rolls monthly	Average daily attendance.
	General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus	Muhammadans.	Others	Total.		
Rawal Pindi Circle											
Rawal Pindi — Anglo Vernacular school	1				1	60	44	20	130	135	104
Dera Ismail Khan — Church Mission school	1				1	140	42	5	187	197	165
Bannu — Do do	1				1	37	26		63	82	58
Peshawar — Do do Cantonment	1				1	51	34	3	88	98	68
Grand Total	4				4	294	146	28	468	512	395
Multan Circle											
Multan — Church Mission school	1				1	33	37	5	75	73	53
Do do Shujabad	1				1	46	21		67	72	61
Total	2				2	79	58	5	142	145	114
Dera Ghazi Khan — Town school Jampur	1				1	105	35		140	155	132
Do do Choti	1				1	8	49		57	62	52
Do do Phera Garbi	1				1	17	37		54	60	46
Total	3				3	130	121		251	277	230
Grand Total	5				5	209	179	5	393	422	344

ABS

12	Ambala Circle Aided schools	12			12	810	274	24	1,108	1 142	926
17	Lahore ditto ditto	16	1		17	1 093	373	73	1 539	1,095	1,234
4	Rawal Pindi ditto ditto	4			4	294	146	28	468	512	395
5	Multan ditto ditto	5			5	209	179	5	393	422	344
38	Grand Total	37	1		38	1 406	972	130	3 508	3 771	2,899

Middle Class for the year 1869-70—*concluded*

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers		*Expenditure*													*No of pupils instructed in*						
Christians.	Others.	From private sources			From fees			From grant in aid			Total			Monthly rate of schooling fee	English.	Urdu	Hindi (Nagri)	Hindi (Lands Mahajani, &c.)	Arabic.	Persian.	Sanskrit
	6	*1 908	0	0	126	12	2	1 800	0	0	3,834	12	3	1 a. to 2 rs.	68	85				84	
2	6	2 600	3	1	249	2	6	2 735	0	0	5 584	6	7	3 ps to 1 r	59	132		54	9	67	
1	3	1 076	5	0	54	9	0	1 060	0	0	2 190	14	0	3 ps to 2 as	39	58				25	
1	3	888	3	0	52	11	0	360	0	0	1 298	14	0	1 to 2 annas	88	88				46	
4	18	6 470	11	1	483	3	9	5,955	0	0	12 908	14	10		254	363		54	9	221	
1	2	1 261	3	0	48	6	6	1 200	0	0	2 509	9	6	1 anna	57	74				63	
	2	458	14	3	33	10	0	420	0	0	912	8	3	Do	39	56				22	
1	4	1 720	1	3	82	0	6	1 620	0	0	3 422	1	9		96	130				85	
	3	464	0	0				316	9	10	780	9	10			110		30		17	
	2	84	0	0				186	3	8	270	3	8			57				28	
	2	132	0	0				246	8	11	378	8	11			54				24	
	7	680	0	0				749	6	5	1 429	6	5			221		30		69	
1	11	2 400	1	3	82	0	6	2 369	6	5	4 851	8	2		96	351		30		154	

* Includes Rs 108 expended by Deputy Commissioner from educational cess fund in stipends of students

TRACT

3	54	9 191	0	9	990	11	9	6 778	8	3	16 960	4	9		448	930	171	30	6	509	231
12	73	12 417	10	11	1 390	12	10	11,647	3	2	25 455	10	11		908	933	168	150		505	51
4	18	6 470	11	1	483	3	9	5 955	0	0	12 908	14	10		254	363		54	9	221	
1	11	2 400	1	3	82	0	6	2,369	6	5	4 851	8	2		96	351		30		154	
20	156	30 479	8	0	2 946	12	10	26 750	1	10	60 176	6	8		1 766	2 577	339	264	15	1 389	282

(*Local Return*)

Statement of Grant-in-aid Schools of the

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion					No. of pupils on rolls at close of the year					
Name of Institution		General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly	Average daily attendance
	Ambala Circle											
Ambala	American Presbyterian Mission branch schools, City	3				3	123	60	12	195	203	164
	Ditto ditto, Cantonment	1				1	72	21		93	77	64
	Branches to zil school, Jagadhri	4				4	305	23	5	391	382	271
	Ditto ditto, Rupar	4				4	168	22	8	198	234	178
Ludiana	American Presbyterian Mission branch schools	3				3	98	53		151	180	125
Simla	Church Mission school Kotgarh	11				11	165		4	169	168	137
Do	Native school Sanawar	1				1	23	6	8	37	32	20
Delhi	S P G Mission branch schools	4				4	203	47		250	272	199
Karnal	Branches to zil' school	5				5	92	62		154	171	116
Gurgaon	Branches to zil school Rewari	8				8	180	110		290	302	253
Do	School for Artizans	1				1					48	38
Do	Vernacular school Shahjahanpur	1				1	26	5		31	32	24
Hissar	Branches to zil school Bhewani	3				3	284	37		321	247	201
Rohtak	Branches to zil school Rohtak	4				4	200	89	1	290	299	234
	Ditto ditto, Jhajjar	3				3	102	84		186	200	166
	Total	56				56	2 101	619	38	2 758	2 842	2,180
	Lahore Circle											
Jalandhar	American Presbyterian Mission branch schools	3				3	82	107		189	196	161
Do	Branches to zil school Rahun	4				4	206	55		261	236	183
Do	Botanical garden school	1				1	2	25	2	29	35	32
Hushyarpur	Branches to zil' school	4				4	221	121	7	349	346	293
Kangra	Church Mission branch school	1				1	20	14		34	34	23
Do	Branches to zil school Nurpur	4				4	130	58	1	195	164	120
Do	Kanyara school	1				1	12			12	21	14
Amritsar	Church Mission male orphanage				1	1			14	14	12	11
Do	Ditto ditto branch schools	6				6	775	12		787	812	578
Do	Branches to zil' school	7				7	648	126	106	880	945	735
Gurdaspur	Branches to zil school Batala	4				4	151	117	14	282	296	248
Lahore	American Presbyterian Mission branch schools	16				16	703	411		1 114	1,081	901
Siyalkot	Church of Scotland Mission school	1				1	17	65		82	74	56
Ferozepur	Branches to middle school	4				4	260	120	24	404	381	291
	Total	56			1	57	3,233	1,231	168	4 632	4 633	3 616
	Rawal Pindi Circle.											
Rawal Pindi	American Presbyterian Mission branch schools	3				3	149	28	19	196	204	130
Gujrat	Church of Scotland Mission school	1				1	60	40		100	82	56
Do	Branches to zil school	3				3	154	59	24	237	224	204
Peshawar	Church Mission branch schools	3				3	70	92		162	203	132
Do	Regimental school Corps of Guides Mardan	1				1	5	18	8	31	28	16
Kohat	Branch to zil school	1				1	31	31	2	64	64	49
	Total	12				12	469	268	53	790	805	587
	Multan Circle											
Multan	Branches to zil school	3				3	120	22	1	143	138	120
Jhang	Ditto ditto	3				3	95	18	2	115	123	92
Dera Gazi Khan	Ditto ditto	3				3	150	81	4	235	230	193
Ditto	Village schools	33				33	458	644	6	1 108	1 101	883
	Total	42				42	823	765	13	1,601	1 592	1,288
	Grand Total	166			1	167	6,626	2,883	272	9,781	9,872	7,671

Lower Class in the Panjab for the year 1869-70

13	14	15			16			17			18			19	20	21	22	23	24	25	26
Teachers		*Expenditure*													*No. of pupils instructed in*						
Christians	Others	From private sources			From fees.			From grant in aid.			Total			Monthly rate of schooling fee	English.	Urdu	Hindi (Nagri)	Hindi (Landa Mahajani, &c.)	Arabic	Persian	Sanskrit.
	7	547	10	0	105	8	0	c 300	0	0	953	2	0	¼ to 1 anna	62	151	16	41		64	
1	3	284	0	6	41	13	0	240	0	0	565	13	6	1 anna		38	25	30		38	
	8	420	0	0	240	0	0	a 660	0	0	1,320	0	0	1 to 2 annas		393		344		42	
	4	128	0	0	28	0	0	b 389	0	0	545	0	0	3 to 6 pies		70	20	99		20	
1	8	336	0	7	50	9	6	300	0	0	686	9	9	6 pies	102	100		80		10	
2	9	854	0	0				360	0	0	1 214	0	0	Do	6	38	169			170	
	2	464	0	0	24	0	0	300	0	0	678	0	0	1 to 3 annas	12	25				17	
	12	1,656	3	3	100	8	0	1,155	0	0	2,901	11	3	2 annas	189	118				70	
	6	390	12	5	100	3	3	366	6	8	857	6	4	3 pies to 2 as		131	23			44	
	8	900	2	10	137	1	6	773	12	10	1,811	1	2	1 to 3 annas		290				99	
		172	0	7				197	9	6	*869	10	1	Ditto							
	1	112	0	0				112	0	0	224	0	0	Ditto		24	7			9	
	4	400	2	8	54	0	0	b 360	6	0	814	8	9	1 anna		167		156		84	
	6	180	6	0	240	0	0	c 1,369	11	4	1,790	1	4	1 to 4 annas		194	34	62		56	
	4	66	0	0	24	0	0	b 270	0	0	360	0	0	1 to 2 annas		142	44	44		24	
4	82	6,701	6	6	1,235	12	0	7,153	14	4	15,091	0	10		371	1 859	347	846		590	
2	4	155	0	11	66	8	10	217	9	9	439	3	6	¼ to 1 anna		126		137			
	7	315	0	0	182	9	6	d 549	8	10	1 047	2	4	1 to 4 annas		105	20	76		168	
	1	120	0	0				120	0	0	240	0	0	Ditto	29	29				9	
	13	600	0	0	190	5	0	734	1	6	1 524	0	6	1 anna to 1 r		949				145	
2	1	276	3	6	8	3	6	93	7	0	377	14	0	1 anna	11	24				9	
	10	720	0	0	70	7	6	747	6	9	1,543	14	3	6 pies to 4 as		149	66			42	
	1	a 2 56	14	4				256	14	4	513	12	8	Ditto		12					
1		262	0	0				240	0	0	502	0	0	Ditto		14					
2	14	1,242	9	5	302	5	6	1 500	0	0	3,044	15	0	6 pies	268	274		787			
	28	2,300	0	9	994	0	9	e 3,346	8	2	6,640	8	11	1 anna to 1 r		445		435		185	
	10	360	0	0	193	12	6	d 552	10	0	1,100	6	6	1 to 6 annas		268	14			112	
1	46	1,991	2	10	344	7	3	2 090	0	0	4 425	10	1	¼ to 1 anna	1,114	543		357		581	
1	2	230	1	9	11	0	3	96	0	0	337	11	0	6 pies to 1 an		82				23	
	1½	974	6	0	250	8	3	1,100	15	0	2 325	13	3	1 to 8 annas		284	21	88		73	11
9	148	9 803	6	10	2,620	13	10	11 645	1	4	24 069	6	0		1,422	2,784	121	1,643		1,472	11
4	6	868	8	10	173	7	6	831	0	0	1,873	0	4	3 pies to 8 as		121	Gurmukhi 27	46		47	
1	3	710	0	0	29	5	9	240	0	0	979	5	9	6 pies to 2 as	45	80				68	
	3	1 50	0	0	125	6	6	f 832	3	2	1,087	9	8	1 anna to 1 r		192		100		96	
	7	1,367	8	0	18	0	9	420	0	0	1,805	8	0	1 to 2 annas		54	Pashtu 2	50	3	82	
	2				238	0	0	238	0	0	476	0	0	4 as. to 5 rs	16	15					
	1	100	0	0	97	15	0	100	0	0	267	15	0	1 to 8 annas		64				22	
5	22	3,176	0	10	652	2	9	2,661	3	2	6,489	6	9		61	526	29	196	3	311	
	7	600	0	0	86	13	0	b 1,236	2	0	1,942	15	0	1 to 6 annas		142				73	
^	8	150	0	0	32	18	3	b 325	0	0	507	18	3	1 to 2 annas		66	15	30		17	22
	8	600	0	0				600	0	0	1,200	0	0	Ditto		205	8	30		66	
	38	4,619	14	6				1,116	2	8	5,736	0	9	Ditto	22	1,072		56		326	
	61	5,969	14	6	119	16	3	3 297	4	3	9 386	13	0		22	1 466	23	116		482	22
18	313	25,670	12	8	4,628	8	10	24,757	7	1	55,036	10	7		1,876	6,635	520	2,801	3	2,855	33

* Closed from 15th December 1869

(a) Inclusive of Rs 240 expended from imperial revenue on the lower school prior to its being maintained on the grant in aid principle
(b) Ditto 180 ditto ditto ditto ditto
(c) Ditto 900 ditto ditto ditto ditto
(d) Ditto 90 ditto ditto ditto ditto
(e) Ditto 360 ditto ditto ditto ditto
(f) Ditto 600 ditto ditto ditto ditto.

(*Local Return*)

Statement of the Grant in aid Female Schools of the

1	2	3	4	5	6	7	8	9	10	11	12
Name of Institution	For what religion.					No. of pupils on rolls at close of the year				Average No. of pupils on the rolls monthly	Average daily attendance
	General.	Hindus	Muhammadans	Christians	Total.	Hindus	Muhammadans	Others	Total		
Ambala Circle											
Ludhiana. American Presbyterian Mission school for orphan girls				1	1			38	38	77	33
Simla Church Mission female school Subathu	1				1	12	4	1	17	14	12
Do do Kotgarh	3				3	13		2	15	19	16
Delhi P S G Mission female schools	4				4	12	88		100	112	87
Do do Zanana do	43				* 43	37	55		92	78	78
Karnal Female schools Kythal		2	2		4	44	20	3	76	95	83
Hissar Do do Hissar		1			1	13	1		14	12	8
Rohtak Do do Rohadargarh			1		1		18		18	19	14
Sirsa Do do Sirsa		2	1		3					102	64
Gurgaon Do do at Rewari and Farrukh nagar	3				3		62		62	65	52
Total	54	5	4	1	64	131	257	44	432	553	447
Lahore Circle											
Jalandhar Hindu female schools		40			40	776		100	876	868	800
Hushyarpur Female schools Tanda Jajon			3		3					55	43
Kangra Church Mission female school	1				1	47		3	50	37	27
Female schools Kangra District		16	4		20	284	61		345	365	284
Amritsar Church Mission female orphanage	1				1			32	32	34	29
,, Lady Lawrence girls school	11				11	54	123	131	308	307	242
,, Female schools City		31	10		41	960	278	-	1,238	1,497	1 087
Lahore Female branch schools, City		4	4		8	68	107		175	190	162
Ferozepur Female schools		1	4		5	17	62		79	99	70
Sialkot Do do		36	66		102	780	1 348	125	2 253	2 764	2 019
Gujranwala Do do		4	5		9	89	98		187	188	146
,, Church of Scotland Mission female schools, Wazirabad	1	1	1		3	42	13		55	57	30
Total	14	133	97		244	3 117	2 090	391	5 598	6 256	4 348
Rawal Pindi Circle											
Rawal Pindi American Presbyterian Mission female school		1			1	85			85	99	52
Bedi Khem Singh's female schools		57	5		62	1 269	174		1 443	1 752	1 650
Jhelam Do do do		43	3		46	1 220	99		1 319	1 272	1 086
Peshawar Church Mission female schools			2		2		83		83	83	59
Total		101	10		111	3 074	356		3 430	3 206	2 847
Multan Circle											
Multan Church Mission female schools	6				6		70		70	85	77
Montgomery Female schools	4				4	20	33	5	58	53	43
Total	10				10	20	103	5	128	138	120
Grand Total	78	239	111	1	429	6 942	2 800	440	9 588	10 152	8 362

* In para 148 the number of zanana schools has been taken as one

lower Class in the Panjab for the year 1869-70.

13	14	15						16			17			18			19	20	21	22	23	24	25	26
Teachers.		*Expenditure.*																*No. of pupils instructed in*						
Christians.	Others.	From private sources.						From fees.			From grant-in-aid.			Total.			Monthly rate of schooling fee.	English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit.
3	...	1,140	5	7	...	...	...	...	...	...	612	0	0	1,752	5	7	.....	18	31	7	...	...	...	...
																					Roman Urdu			
1	1	180	0	0	...	...	...	...	...	...	180	0	0	360	0	0	.....	...	5	13	5	...	...	...
1	2	183	0	0	...	...	...	...	...	...	120	0	0	303	0	0	.....	...	...	15	...	...	...	...
...	7	1,146	4	0	...	...	...	...	...	...	1,020	0	0	2,166	4	0	.....	...	88	12	...	...	...	...
																					Bengali			
6	...	5,892	5	7	...	...	...	...	...	...	1,440	0	0	7,332	5	7	.....	5	51	12	25	...	...	...
...	4	317	8	0	...	...	...	...	...	...	144	0	0	461	8	0	.....	...	29	41	...	4	...	2
...	1	60	0	0	...	...	...	...	...	...	60	0	0	120	0	0	.....	...	14	...	...	...	...	...
...	1	76	1	0	...	...	...	...	...	...	76	1	0	152	2	0	.....	...	18	...	...	...	1	...
...	...	143	6	2	...	...	...	...	...	...	143	6	2	*286	12	4								
...	3	197	12	0	...	...	...	...	...	...	197	12	0	395	8	0	.....	...	62	...	...	...	7	...
11	19	9,336	10	4	...	...	...	...	...	...	3,993	3	2	13,329	13	6		23	298	100	30	4	8	2
...	40	992	15	2	...	...	...	...	...	...	992	15	2	1,985	14	4	.....	...	...	522	61	...	...	293
	...	41	10	0	0	12	0	27	8	0	†69	14	0											
	1	273	10	6	...	...	...	...	...	...	180	0	0	453	10	6	.....	...	50	...	...	...	...	...
		630	0	0	...	...	...	...	...	...	630	0	0	1,260	0	0	.....	...	61	284	...	...	...	...
3	...	772	4	0	...	...	...	...	...	...	720	0	0	1,492	4	0	.....	32	32	...	...	...	...	...
																					Gurmukhi			
1	10	2,218	3	0	...	...	...	...	...	...	672	0	0	2,890	3	0	.....	...	123	27	185	...	3	...
	41	4,289	10	3	...	...	...	...	...	...	3,600	0	0	7,889	10	3	.....	...	205	296	664	...	73	...
	9	1,846	9	8	...	...	...	...	...	...	1,846	9	5	3,693	3	1	.....	...	107	56	12	...	18	...
	5	210	0	0	...	...	...	...	...	...	210	0	0	420	0	0	.....	...	62	5	4	...	...	8
	102	4,152	10	9	...	...	...	...	...	...	4,650	10	8	8,803	5	5	.....	...	1,429	513	311	...	123	...
																					Gurmukhi			
	9	415	9	0	...	...	...	...	...	...	416	9	0	832	2	0	.....	...	101	...	86	...	14	...
	3	193	4	0	...	...	...	...	...	...	120	0	0	313	4	0	.....	...	13	27	15	...	...	...
	240	16,036	6	*4	0	12	0	14,066	4	3	30,103	6	7					32	2,183	1,730	1,338	...	231	304
																					Gurmukhi			
	1	277	1	0	...	...	...	...	...	...	234	0	0	511	1	0	.....	...	...	...	85	...	...	...
																					Gurmukhi			
	3,024	0	0	...	...	...	...	...	...	...	2,004	0	0	5,028	0	0	.....	...	174	...	1,724	...	48	45
	1,722	0	0	...	...	...	...	...	...	...	1,578	0	0	3,303	0	0	.....	...	99	...	Gurmukhi 1,220	...	...	...
	795	15	0	...	...	...	...	...	...	...	360	0	0	1,155	15	0	.....	...	83	...	...	...	26	...
	5,819	0	0	...	...	...	...	...	...	...	4,176	0	0	9,995	0	0		...	356	...	3,029	...	74	45
	426	4	0	...	...	...	...	...	...	...	300	0	0	726	4	0	.....	...	70	...	...	...	...	...
																					Gurmukhi			
	68	0	0	...	...	...	...	...	...	...	62	0	0	230	0	0	.....	...	33	...	25	...	...	...
	4	4	0	...	...	...	...	...	...	...	362	0	0	956	4	0	.....	...	103	...	25	...	...	...
	4	8		0	12	0	22,597	7	5	54,384	8	1					55	2,940	1,830	4,422	4	313	348

* Schools abolished from 1st January 1870.
† Schools closed from 16th August 1869.

(*Lacal Return*).

Statement of Government Norma

1	2	3	4	5	6	7	8	9	10	11	12	13
District.	Name of Institution.	When established.	*No. of students on rolls at the close of the year.*				Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	*Teachers.*		Monthly rate of schooling fee.
			Hindus.	Muhammadans.	Others.	Total.				Christians.	Others	
		Ambala Circle.										
1	Dehli.....	Normal school	17th April '59	19	29	...	48	60	51	24	...	8	...
		Lahore Circle.										
1	Lahore	Normal school	27th May '56	27	81	8	116	102	76	22	1	6	...
2	Hushyarpur	Normal school*	1st July '59	...	...	...	...	...	...	...	...	...	...
		Total.....		27	81	8	116	102	76	22	1	6	...
		Rawal Pindi Circle.										
	Rawal Pindi	Normal school	10th Nov. '57	13	15	...	28	34	28	22	...	4	
2	Dera I. Khan	Normal school†	1st Jany. '60	...	...	...	...	...	...	...	...	...	
3	Peshawar ...	Normal school‡	22nd June '60	...	...	...	...	...	...	...	...	...	
		Total.....		13	15	...	28	34	28	22	...		
		Multan Circle.										
1	Multan	Normal school§	1st July '59	1	5	...	6	8	7	21			
		Grand Total.....		60	130	8	198	204	162				

* Abolished from 1st November 1869.
† Do. do. 15th October 1869.
‡ Do. do. 1st July 1869.
§ Do. do. 1st April 1870.

for the year 1869-70.

14	15			16			17			18			19	20	21	22	23	24	25
Expenditure.													*No. of pupils instructed in*						
From public funds.				From one per cent. educational cess fund.			Other sources.			Total.			Amount collected in fees.			English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit.
3,932	0	0	4,473	13	0	...	...	...	8,405	13	0	15	12	3	24	48	7	...	24	48	...
4,497	15	6	6,825	4	4	12	0	0	11,335	3	10	3	0	0	116	116	...	...	55	116	...
...	...	...	175	0	0	...	...	...	175	0	0	...	...	...	...	...	...	...	...	...	...
4,497	15	6	7,000	4	4	12	0	0	11,510	3	10	3	0	0	116	116	...	...	55	116	...
334	0	0	3,116	4	10	...	...	...	5,450	4	10	...	...	...	20	28	...	...	20	28	...
55	2	5	429	0	0	...	...	...	884	2	5	...	...	...	...	...	...	...	...	...	...
2	0	0	282	11	8	...	...	...	434	11	8	...	...	...	...	...	...	...	...	...	...
	2	5	3,828	0	6	...	...	...	6,769	2	11	...	...	...	20	28	...	...	20	28	...
			779	10	3	4	11	0	797	13	3	...	...	...	...	6	...	...	...	6	...
			081	12	1	16	11	0	27,483	1	0	18	12	3	160	198	7	...	99	198	...

(*Local Return*).

Return of Candidates passed for employment in the Educational Department during 1869-70.

No.	Names of passed Candidates.	When and where examined.	Where educated.	Grade of certificate gained.
	Azīm-ud-Dīn	1st April 1869, Dehli	Dehli Normal School	3rd grade.
	Wazīr Muhammad	Ditto ditto	Ditto	Ditto.
	Tej Ram	Ditto ditto	Ditto	Ditto.
	Barkat 'Ali	Ditto ditto	Ditto	Ditto.
	Tulsi Ram	Ditto ditto	Ditto	4th grade.
	Tirkha Ram	Ditto ditto	Ditto	Ditto.
	Radha Kishn	Ditto ditto	Ditto	Ditto.
	Khan Muhammad	Ditto ditto	Ditto	Ditto.
	Azīm-ud-Dīn	1st Oct. 1869, ditto	Ditto	2nd grade.
	Barkat 'Ali	Ditto ditto	Ditto	Ditto.
	Wazīr Muhammad	Ditto ditto	Ditto	Ditto.
	Tej Ram	Ditto ditto	Ditto	3rd grade.
	Tirkha Ram	Ditto ditto	Ditto	Ditto.
	Girdhari Lal	Ditto ditto	Ditto	Ditto.
	Ude Ram	Ditto ditto	Ditto	4th grade.
	N'amat 'Ali Khan	Ditto ditto	Ditto	Ditto.
	Tulsi Ram	Ditto ditto	Ditto	Ditto.
	Jan Muhammad	Ditto ditto	Ditto	Ditto.
	Thakur Das	1st April 1869, Lahore	Lahore Normal School	2nd g
	achhman Das	Ditto ditto	Ditto	Ditt
	Nasār Ullah	Ditto ditto	Ditto	3rd
	R-o-dar Dat	Ditto ditto	Ditto	
	Imam Bakhsh	Ditto ditto	Ditto	4th gra
	Ram Sarn Das	Ditto ditto	Ditto	Ditto.
	Shah Muhammad	Ditto ditto	Ditto	Ditto.
	Sawan Mal	Ditto ditto	Ditto	Ditto.
	Ralya Ram	1st Oct. 1869, ditto	Ditto	3rd
	Nabi Bakhsh	Ditto ditto	Ditto	Ditt
	Mazhar Husain	Ditto ditto	Ditto	Dit
	Ahmad Kabīr	Ditto ditto	Ditto	Di
	Fateh Muhammad	Ditto ditto	Ditto	Di
	Karīm-ud-Dīn	Ditto ditto	Ditto	4th
	Fateh Singh	Ditto ditto	Ditto	I
	Gulam Husain	Ditto ditto	Ditto	I
	Muhammad Dīn	Ditto ditto	Ditto	
	Aladad Khan	Ditto ditto	Ditto	
	Buta Mal	1st April 1869, Rawal Pindi	Rawal Pindi Normal School	
	Ram Bhaj	Ditto ditto	Ditto	
	Jīt Singh	Ditto ditto	Ditto	
	Hukm Chand	Ditto ditto	Ditto	
	Chatar Singh	Ditto ditto	Ditto	
	Gulam Nabi	Ditto ditto	Ditto	
	Thakur Das	Ditto ditto	Ditto	
	Gulam Husain	Ditto ditto	Ditto	
	Amīr Chand	Ditto ditto	Ditto	
	Hashmat 'Ali	Ditto ditto	Ditto	
	Nur Muhammad	1st Oct. 1869, ditto	Ditto	
	Sayad Ahmad	Ditto ditto	Ditto	